




# Minority, Women and Disabled Students Faculty and Staff

Annual Report / 1995

Southern Illinois University



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**NINTH ANNUAL REPORT  
TO THE  
SOUTHERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES  
ON GOALS AND PLANS  
TO IMPROVE THE PARTICIPATION AND SUCCESS  
OF MINORITY, WOMEN, AND DISABLED STUDENTS  
IN ACADEMIC PROGRAMS;  
AND THE RECRUITMENT AND RETENTION  
OF MINORITY, WOMEN, AND DISABLED  
FACULTY AND STAFF**

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***OFFICE OF THE CHANCELLOR***

***September 1995***





## ***Acknowledgements***

This report is produced through the coordinated efforts of staff in the Office of the Chancellor and at Southern Illinois University at Edwardsville and Southern Illinois University at Carbondale. Major responsibility for leadership in assuring the participation and success of underrepresented groups is vested in the constituent universities, given their responsibilities and relationships with students, faculty, and staff. The Office of the Chancellor assists the institutions in defining and developing realistic goals and procedures, monitors progress, and holds the institutions accountable for their performance in discharging their responsibilities in this important area.

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## **MWD IX**

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## **EXECUTIVE SUMMARY**

### **MINORITY, WOMEN AND DISABLED STUDENTS, FACULTY AND STAFF ANNUAL REPORT, 1995**

This is the ninth annual report to the SIU Board of Trustees and the Illinois Board of Higher Education on minority, female, and disabled students and staff at Southern Illinois University. The report is submitted in compliance with Public Act 85-283 and subsequent legislation that directs that colleges and universities report annually on plans and strategies for increasing the participation and success of minorities, women, and disabled students and staff.

This year's report includes data on enrollment, degrees awarded, and employment of these selected groups and describes initiatives and efforts undertaken during the year by the SIU campuses to improve the participation and success of underrepresented groups. The report also includes special focus topics selected by the IBHE, including: Ensuring Teaching Inclusiveness and Effectiveness; Improving Black Male Student Representation; and Improving Female Student Representation in Science, Mathematics and Engineering. The Appendices to the Report contain detailed information on underrepresented students and staff.

### **Southern Illinois University at Carbondale**

The program completion rate of students is included among the factors used by SIUC to assess program effectiveness. Information compiled by staff of *Black Issues in Higher Education* and by *The Hispanic Outlook in Higher Education* recognizes SIUC for its production of minority graduates, particularly Black and Hispanic students. *Black Issues* recognized SIUC for the number of undergraduate degrees it awarded to all minorities (53rd) and the number of doctoral degrees conferred to all minorities (60th). SIUC was ranked 8th for the number of undergraduate degrees awarded to Blacks. *The Hispanic Outlook* ranked SIUC 89th among institutions surveyed in the number of bachelor degrees awarded to Hispanic students and 45th in the number of Education degrees awarded to Hispanic students.

Efforts to assure that students have the opportunity to develop a multicultural perspective came to fruition with inclusion in the University Core Curriculum of a requirement that students complete six hours in the Integrative Studies area. Each SIUC student will be required to complete a three hour multicultural and a three hour interdisciplinary course from such multicultural areas as: (a) History of African-American Art, (b) History of Latin American Art, (c) Race and ethnic Relations in the United States, and (d) Multicultural Perspective on Women; and from Interdisciplinary areas such as: (a) Asian Philosophy, (b) Communication Across Cultures, and (c) East Asian Civilization.

Efforts at SIUC were focused this year on reviewing, enhancing, and increasing the effectiveness of existing initiatives, programs, and services. Examples include:

- Increased the level of financial support to sponsor activities and programs administered by the Graduate School, such as the PROMPT program, which is designed to enhance both the quality and quantity of minority students enrolled in graduate and professional programs and to increase SIUC's ability to attract highly qualified students from historically Black colleges and universities.
- The Graduate Dean's Fellowship Program, a minority program in the Graduate School, enabled 14 graduate students from underrepresented populations to pursue a master's or doctoral degree. These students were new enrollees in their program and the University, and will be continuing their graduate studies in the coming year.
- SIUC has now developed recruitment tapes and student handbooks for African-American, Hispanic, Asian-American students, and students with disabilities.
- The Minority and Women Faculty Incentive Recruitment program sponsored by the President was continued this year. This program provides financial support needed by academic units to enhance their capability to attract minority and women faculty members.

#### Enrollment Trends

- The total student enrollment at SIUC decreased 719 students during 1994, but minority student enrollment increased slightly, from 3,523 to 3,558, a 1% increase.
- In Fall 1994, minority enrollment represented 15.36% of the total student population, an increase over the 14.8% in 1993.
- Minority graduate student enrollment increased by 51 students in 1994, and minority enrollment in professional schools increased by 20 students during the period.
- Total Black student enrollment decreased from 2,551 in Fall 1993 to 2,524 in Fall 1994.
- The percentage of Blacks in the total enrollment increased from 10.7% in Fall 1993, to 10.9% in Fall 1994.
- The total Black undergraduate enrollment decreased by 3.2%, from 2,277 in Fall 1993 to 2,204 in Fall 1994.
- The total Black graduate/professional enrollment increased 16.8%, from 274 in Fall 1993 to 320 in Fall 1994.



- Total Hispanic enrollment increased by 4.9%, from 491 in Fall 1993 to 515 in Fall 1994.
- Total Hispanic undergraduate enrollment increased by 4.9%, from 428 in Fall 1993 to 449 in Fall 1994.
- Hispanic graduate and professional enrollment increased from 63 in Fall 1993 to 66 in Fall 1994.
- Total female student enrollment decreased by 1.9%, from 9,982 in Fall 1993 to 9,976 in Fall 1994.
- The percentage of females in total enrollment increased from 41.8% in Fall 1993 to 42.3% in Fall 1994.
- Total female undergraduate enrollment decreased by 2.2%, from 7,761 in Fall 1993 to 7,590 in Fall 1994.
- The percentage of females in total enrollment increased, from 41.8% in Fall 1993 to 42.3% in Fall 1994.
- The number of students with disabilities increased in the past year from 672 to 690.
- The number of undergraduate students with disabilities increased from 555 in 1993 to 580 in 1994.
- The number of graduate students with disabilities decreased from 106 in 1993 to 94 in 1994.

### Academic Standing

- In 1994, 74% of Black undergraduate students were in academic good standing, a slight increase over 1993.
- The percentage of Hispanic undergraduate students in good standing decreased from 87% in 1993 to 84% in 1994.
- The percentage of undergraduate females in academic good standing was 88% in 1994, as compared to the male rate of 84%.
- The percentage of Black undergraduate female students in good standing increased from 76% in 1993 to 77% in 1994.

- The percentage of undergraduate Hispanic females in good standing decreased from 89% in 1993 to 83% in 1994.
- Hispanic undergraduate student mean grade point average decreased 2.8% in Fall 1993 to 2.73% in Fall 1994.
- The grade point average of female undergraduate students decreased slightly, from 2.81 in 1993 to 2.79 in 1994.
- Black female undergraduate's mean grade point average increased slightly, from 2.38 in 1993 to 2.42 in 1994.

### Degrees Conferred

- Total degrees conferred to minorities decreased by 5.6%, from 783 conferred in 1992-93 to 739 in 1993-94.
- Total degrees conferred to Blacks decreased by 5.3%, from 505 in 1992-93 to 478 in 1993-94.
- Total degrees conferred to Hispanics decreased by 9.9%, from 142 in 1992-93 to 128 in 1993-94.
- Total degrees conferred to females increased 1.6%, from 2,495 in 1992-93 to 2,536 conferred in 1993-94.
- The percentage of total degrees conferred to women increased from 37% to 39% in 1994.

### Minority and Female Hires

- The number of minorities hired increased from 76 in 1993 to 129 in 1994.
- The total minority Civil Service hires increased from 17 in Fall 1993 to 48 in Fall 1994.
- The total Administrative-Professional hires increased from 19 in Fall 1993 to 32 in Fall 1994.
- The number of Blacks hired increased from 33 in 1993 to 58 in 1994.
- The number of Hispanics hired increased from 6 in 1993 to 21 in 1994.



- There were 18 minority tenure-track faculty hires in 1994, as compared to 10 in 1993.
- In 1994, 7 Blacks were hired in tenure-track positions, as compared to none in 1993.
- There were 4 Hispanics hired to tenure-track positions in 1994, as compared to 3 in 1993.
- In 1994, 29 minorities were hired into non tenure-track faculty positions, as compared to 28 in 1993.
- In 1994, 14 Blacks were hired in non tenure-track faculty positions, as compared to 8 in 1993.
- In 1994, 3 Hispanics were hired in non tenure-track positions, as compared to 1 in 1993.
- The total number of minorities in the SIUC workforce increased from 436 in 1993 to 449 in 1994.
- Total African-American hires increased from 33 in Fall 1993 to 58 in Fall 1994.
- Total African-American faculty increased from 34 in Fall 1993 to 41 in Fall 1994.
- Total Hispanic hires increased from 6 in Fall 1993 to 21 in Fall 1994.
- Total female hires increased from 395 in Fall 1993 to 474 in Fall 1994.
- Total female tenure-track hires increased from 8 in Fall 1993 to 31 in Fall 1994.
- Total female non tenure-track faculty hires increased from 97 in Fall 1993 to 107 in Fall 1994.
- Total female Administrative/Professional hires decreased from 73 in Fall 1993 to 61 in Fall 1994.
- Total female Civil Service hires increased from 214 in Fall 1993 to 268 in Fall 1994.
- Total female employees increased from 2,360 in Fall 1993 to 2,432 in Fall 1994.

SIUC President Guyon has pledged his support for the continuation of innovative programs which nurture and support underrepresented students, with increased emphasis on increasing the number of minority and women students in disciplines where they are underrepresented. SIUC intends to continue its traditions of accessibility, opportunity, and diversity which have distinguished it since its founding in 1869.

## **Southern Illinois University at Edwardsville**

SIUE's continuing commitment to inclusion and diversity was expressed in various ways during FY-95, including initiation by the President of planning sessions to establish strategies for creating a harmonious SIUE community characterized by integrity, cooperation, open dialogue, and mutual respect among individuals with different backgrounds, cultures, and perspectives. The Human Relations Advisory Committee developed a comprehensive Diversity Plan for SIUE which includes recommendations, accountability measures, and time line goals for plan implementation. In support of diversity, the campus hosted a number of events, seminars, and featured speakers during the year.

### **Enrollment Trends**

- Black undergraduate students (1229) represented 14.7% of the total undergraduate student population during Fall 1994, compared to 15.9% in Fall 1993. All other ethnic groups experienced an increase in enrollment during the year.
- Black undergraduate student enrollment increased in the Schools of Nursing, Sciences, and Social Sciences from 1990 to 1994.
- Black graduate student enrollment decreased from 181 in Fall 1993 to 144 in Fall 1994.
- Hispanic undergraduate student enrollment remained stable at 103 students.
- Female students comprised 56.1% of the total student population at SIUE in Fall 1994. The number of female undergraduate students decreased by 115, to 4,673 in 1994. Female graduate students increased by 32.

### **Academic Standing**

- Grade point averages for undergraduate Black males increased slightly (.05) during 1994, while Black female grade point averages decreased slightly (.01) from 1993 to 1994.
- Black male graduate students had a decrease in grade point average of .04 from Fall 1993 to Fall 1994, and Black female graduate students' grade point average

decreased by .02. The lowest grade point averages among graduate students were 2.70 for Hispanic males and 3.08 for Asian/Pacific Islander males.

- Black male undergraduate students in good standing increased from 63 % in Fall 1993 to 67% in Fall 1994, while Black female undergraduate students in good standing decreased from 75 % in Fall 1993 to 73 % in Fall 1994.
- The percent of women in academic good standing was 86% for undergraduate and 96% for graduate students in 1994.
- The percent of disabled students in good standing is 91% for males and 89% for females.

#### Degrees Conferred

- Women students at SIUE received 61 % of the degrees conferred in 1994. Female graduate students received 54.9% of the graduate degrees granted in 1994.
- In 1994, 76 Black undergraduate females were awarded degrees, while 37 Black male undergraduate students received degrees.
- In 1994, 31 degrees were awarded to Black female graduate students, as compared to 15 degrees to Black male graduate students.
- Twenty-three disabled students received degrees from SIUE in 1994.

#### Minority and Female Hires

- Efforts to improve the diversity of the SIUE workforce resulted in a 15.4% increase in Black employees from 1990 to 1994.
- The percent of Black employees increased from 15.8% in 1993 to 17.4% in 1994.
- Black faculty represented 4.8% of the total SIUE faculty in 1994. The number of Black faculty increased from 28 in 1993 to 31 in 1994, a 10.7% increase.
- The number of female faculty increased from 34.7% in 1990 to 39.5% in 1994, an increase of 18% for the period. In 1994, 21 (72.4%) of the 29 new faculty hires were women.
- Between 1990 and 1994, SIUE hired a total of 78 professional non-faculty employees. Of these, 47 (60.3%) were women, and 17 (21.8%) were Black.

## Summary

Southern Illinois University at Carbondale, including the School of Medicine, and Southern Illinois University at Edwardsville have undertaken a number of initiatives during FY-1995 to improve minority, student and staff participation and success and to increase multicultural awareness and diversity among students, faculty, and staff. Other important activities were undertaken to improve services for students and staff with disabilities and to support the recruitment and retention of minorities and females.

As the data noted above, and in more detail in the report suggest, minority enrollment at the SIU institutions is more closely approximating the percent of minorities in the state population. In 1994, Black undergraduate students comprised 11.8% of the undergraduate enrollment at SIUC, while at SIUE, Black undergraduates represented 14.7% of the total undergraduate student population. According to the 1990 Census, Blacks represent 14.6% of the Illinois population.

The percentage of Black undergraduates in academic good standing has remained fairly constant from 1993 to 1994, with 74% in good standing at SIUC, and from 63 to 73% in good standing at SIUE. Seventh-three percent of Black female undergraduate students were in good standing at SIUE, while 67% of Black male undergraduates were in good standing academically. Females continue to have a dominant enrollment pattern, comprising 56.1% of the total student population at SIUE and 42.3% of total enrollment at SIUC in 1994. Women students at SIUE received 61% of the degrees conferred in 1994, while females at SIUC received 39% of the degrees conferred at SIUC. And progress is being made in the hiring of minorities and females, with the number of minorities hired at SIUC increasing from 76 in 1993 to 129 in 1994. At SIUE 21 of the 29 new faculty hires in 1994 were women, while tenure-track female hires increased from 8 in Fall 1993 to 31 in Fall 1994. During the same period, total African-American hires at SIUC increased from 33 to 58.

These data, and the myriad of initiatives, activities, and successes indicated in the full report document progress and reaffirm SIU's commitment to the full and active participation of minority, women, and disabled students, faculty, and staff throughout the University.



**Southern Illinois University at Carbondale  
Minority, Women, and Disabled  
Students, Faculty and Staff  
Annual Report 1995**

**Annual Overview**

**Introduction**

Southern Illinois University at Carbondale continues to initiate, sponsor, and support efforts and initiatives that encourage and support diversity, accessibility, participation, and achievement for all its student and staff population.

To this end, the institution's campus administrators and leaders, faculty, staff, and students continue to develop, expand and improve programs and other initiatives which are designed to address the "unique and special" need of underrepresented populations.

The institution continues to support and improve the services, programs and initiatives summarized in previous reports. In addition to establishing a broad service delivery system, a comprehensive monitoring and tracking system was implemented to closely monitor the effectiveness and success of our focused efforts. Additionally, we have established measurable goals and objectives which will help to determine if our focused efforts are producing the desired results.

The program completion rate of our students is included among the factors we use to assess effectiveness. Information compiled by the staff of *Black Issues in Higher Education* and for the first time this year, *The Hispanic Outlook in Higher Education*, recognize the University for its record as one of the top producers of minority graduates, particularly Black and Hispanic students. Both of these journals recognized SIUC for being among the top colleges and universities in awarding degrees to minorities. *Black Issues in Higher Education* recognized SIUC for the number of undergraduate degrees it awarded to all minorities (53rd) and the number of Doctoral degrees conferred to all minorities (60th). Also, we were ranked eighth (8th) for the number of undergraduate degrees awarded to Blacks. *The Hispanic Outlook in Higher Education* ranked SIUC 89th among the institutions they surveyed in the number of Bachelor degrees awarded to Hispanic and 45th in the number of Education degrees awarded to Hispanic students. A more detailed list is found on page 3.

In the past year, we have compiled evidence which documents and demonstrates that some of the University's efforts have begun to produce positive results. We are particularly encouraged with the results of the recruitment initiative implemented last year. This initiative resulted in a significant increase in the number of minority faculty, particularly African-American hired during the past year. The focused recruitment program co-sponsored by the President resulted in nine more minority faculty hired than the previous year. In the past year, seven African-Americans were hired in tenure-track

positions; in the previous year none were hired. Additionally, 14 African-Americans were hired in non tenure-track positions; this increased from the eight hired in 1993.

We are also encouraged that efforts initiated to make SIUC more competitive in attracting and enrolling a more diverse minority student population are making some progress. Several academic units have reported they have been successful in enrolling academically talented African-American students. Although we are encouraged that efforts to increase the enrollment of minority students in traditionally underrepresented academic programs are making some progress, we recognize that this is an area that needs attention and requires a concentrated and focused effort.

In the past year, we initiated several activities that will increase our potential for identifying and responding to perceived and recognized needs and concerns of underrepresented populations. The President commissioned a faculty and staff survey of campus climate. A questionnaire was developed and sent to 1,988 university employees. Eight hundred and seventy-one employees returned the questionnaire. Three major findings emerged from the investigation. First, pockets of gender differences were identified, but overall male and females as well as various ethnic groups had very similar perceptions of the University. Second, staff members held positive feelings about the climate within their own units, but less positive feeling about the general university climate. Third, civil service, administrative/professionals, and faculty expressed different feelings about the university climate.

Separate climate questionnaires for African-American, Hispanic, and Asian students were developed. We intend to administer these surveys during the Fall 1995 and Spring 1996 semesters. Results will be included in next year's report.

In the past year, efforts to enhance the campus environment for students and faculty with disabilities continued with funds provided by the State of Illinois through the Capital Development Board. We implemented a comprehensive plan designed to bring our facilities into compliance with ADA requirements. Also, a video tape designed to help enhance recruitment of students with disabilities was produced and distributed.

During the past year the University Core Curriculum was finalized. Effective with the 1996 Summer Semester all students will be required to complete six hours in the Integrative Studies area. Each student will be required to complete a three hour multicultural and a three hour interdisciplinary course. Illustrative of the courses included in the two categories are Multicultural Area: (a) History of African-American Art; (b) History of Latin American Art; (c) Race and Ethnic Relations in the United States; and (d) Multicultural Perspective on Women. Interdisciplinary Areas: (a) Asian Philosophy; (b) Communication Across Cultures; and (c) East Asian Civilization.

The primary focus of this year's report will be to present and briefly discuss some of the significant initiatives that were implemented and/or completed during the past year, and to identify some of the significant statistical gains that underrepresented faculty, staff, and students made in the area of participation and achievement.

***Black Issues in Higher Education  
National Ranking of Degrees Conferred  
by SIUC to Minority Students***

<i>Ranking</i>	<i>1994</i>	<i>1995</i>
<b><i>All Minority Groups</i></b>		
Total Bachelor Degrees	47th	53rd
Total Doctoral Degrees	78th	60th
<b><i>African Americans</i></b>		
Total Bachelor Degrees		
Predominately White Schools	6th	8th
All Schools	23rd	28th
Bachelor Degrees in:		
Communications	47th	----
Education	2nd	3rd
Engineering, Computer Science, Math	22nd	19th
Health Sciences	24th	18th
English	27th	----
Total Doctoral Degrees	31st	43rd
<b><i>Hispanic Americans</i></b>		
Bachelor Degrees in:		
Education	27th	22nd
Health Sciences	31st	46th
Engineering, Computer Science, Math		40th
		48th
<b><i>Native Americans</i></b>		
Bachelor Degrees in:		
Engineering, Computer Science, Math	18th	15th
Education	24th	11th
<b><i>Asian Americans</i></b>		
Bachelor Degrees in:		
Education	4th	12th

1993 ranking = degrees conferred 1989-90

1994 ranking = degrees conferred 1990-91

1995 ranking = degrees conferred 1991-92



## Minority Students

### *Goals & Objectives*

Enrollment rates for minority undergraduate and graduate/professional students that closely approximates the State of Illinois population.

Minority student retention rates that closely approximates traditional students.

Minority student graduation and program completion rates that closely approximates traditional students.

Greater participation of minority students in academic programs where they are presently underrepresented.

Establish a university environment sensitive to and supportive of minority students.

### *Initiatives*

Major efforts in the past year were devoted to reviewing, enhancing, and increasing the effectiveness of existing initiatives, programs, and services. Although this year could not be considered a major growth period, several initiatives were implemented or expanded. The following is a brief list of major activities initiated during the year. The list, although not exhaustive, represents the University's continued attempt to improve the campus environment for minority faculty, staff, and students.

- Sponsored campus presentations by a variety of nationally renowned minority professionals including Mae Jemison, the first Black female astronaut, Jane Delgado, Director of the National Coalition of Hispanic Health & Human Services Organization, and Gene Awakuni, Vice President of Student Affairs at California State University - Polytechnic.
- Increased the level of financial support to sponsor activities and programs administered by the Graduate School such as PROMPT, which is designed to enhance both the quality and quantity of minority students enrolled in graduate and professional programs and to also increase SIUC's ability to attract highly qualified students from historically Black colleges and universities.
- Provided financial support to help two minority student organizations plan, develop, and implement a tutorial program for minority undergraduate students.
- Sponsored a campus-wide showing of a video conference sponsored by *Black Issues in Higher Education* entitled "Black Males: Beyond the Dream VII."



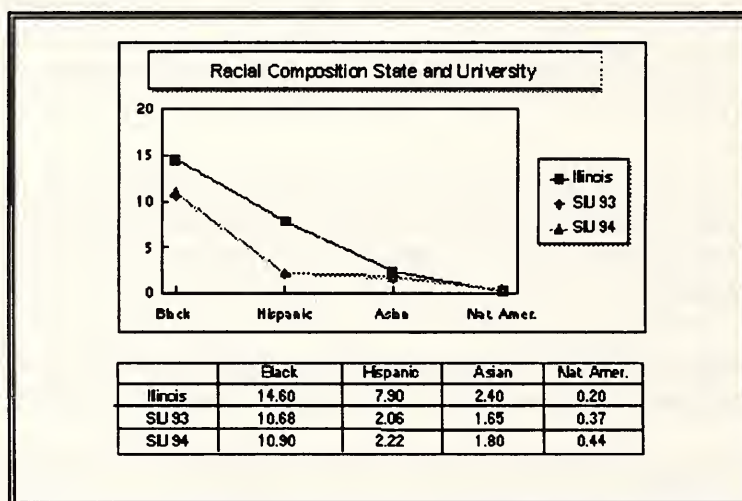
- Minority programs in the Graduate School include the Graduate Dean's Fellowship Program, which enabled 14 graduate students from underrepresented populations to pursue either a master's or doctoral degree. These students were new enrollees in their program and the University, and will be continuing their graduate studies in the coming year.
- On a statewide basis, the Illinois Minority Graduate Incentive Program enabled 30 graduate students from underrepresented populations to pursue doctoral studies in specific disciplines. Locally, two students received financial support from IMGIP.
- On a statewide basis, the Illinois Consortium for Educational Opportunity Program enabled 139 graduate students from underrepresented populations to pursue either a master's or doctoral degree. Locally, 10 students received financial support from ICEOP. Six of these were continuing students; four were new. Three fellows graduated and found employment. The remaining students will continue in the next academic year and will receive financial support from ICEOP.
- Developed a recruitment tape and student handbook for Asian-American students. The University now has developed recruitment tapes and student handbooks for African-American, Hispanic, Asian-American students and students with disabilities.
- Finalized the development of three campus climate surveys for African-American, Hispanic, and Asian-American undergraduate students.
- Continued to sponsor the Minority Executive-in-Residence Program sponsored by the College of Business and Administration. Under this program, three African-American professionals were invited to campus for 3-4 days in order to make formal presentations to Business classes and visit with campus administrators and other staff.
- Responsibility for sponsoring and organizing the Carbondale campus Minority High School Research Apprentice Program was transferred from the Graduate School to the SIUC School of Medicine.
- The Medical Preparation Program co-sponsored with Ohio State the Third National Health Career Opportunity Program (HCOP). The workshop, which was held in Columbus, Ohio, was supported with funds provided by the Department of Health and Human Services Office of Disadvantaged Assistance.

- Sponsored a campus-wide showing of a video conference sponsored by *Black Issues in Higher Education* entitled "Black Males: Beyond the Dream VII."

## *Progress in Meeting Goals*

### *Trends in Representation*

Comparing the racial and ethnic composition of the University's student population with the state of Illinois population is considered by professionals in the field an appropriate method to assess whether the goal of ensuring an appropriately diverse population is being met (Richardson, 1990). An analysis of the Fall 1994 official week three enrollment versus 1990 Illinois census data demonstrates that we are making slow but continuing progress in reaching our goal of proportional representation.



This year's data demonstrates that the gap between the state minority population and University enrollment is gradually decreasing. The decreasing gap, with one exception, is evident in each of the four minority groups. The percentage of Native American students (.4%) exceeds the percentage in the state population (.2%). The disparity between the State population and student enrollment population, although decreasing, continues to be the greatest among Hispanic, followed by Black students.

### *New On-Campus Minority Freshman*

The 1994 Fall new freshman population totaled 2,300 freshmen, an increase of 6.8% from the 2,153 enrolled in 1993.

The total number of new minority freshmen students increased from 478 in 1993 to 513 in 1994, which is slightly more than a 7% increase. The percentage increased slightly from 478 and 22.2% in 1993 to 513 and 22.3% in 1994. [Table 1,2]

The total number of new minority freshmen students increased from 478 in 1993 to 513 in 1994, which is slightly more than a 7% increase. The percentage increased slightly from 478 and 22.2% in 1993 to 513 and 22.3% in 1994. [Table 1,2]

#### *Black On-Campus New Freshmen*

The number of entering Black freshmen increased from 397 in 1993 to 402 in 1994. The percentage of newly enrolled Black students, however, decreased from 18.4% in 1993 to 17.5% in 1994.

#### *Hispanic On-Campus New Freshmen*

The number and percentage of new Hispanic freshmen increased. The number of entering freshman increased 22% from 50 students in 1993 to 61 in 1994.

In the same period the percentage of Hispanic students increased from 2.3% in 1993 to 2.7% in 1994.

#### *Total Minority Student Enrollment*

The 1994 total student enrollment decreased from 23,881 in 1993 to 23,162 in 1994. The decrease of 719 students represented a 3.0% decrease.

In the same period the minority student enrollment increased. The Fall 1994 semester total minority undergraduate and graduate/professional enrollment was 3,558 which was a 1.0% increase from the 3,523 in 1993. In Fall 1993 the total minority enrollment was 14.8% of the total student population. This percentage increased to 15.36% in 1994. [Table 1]

#### *Minority Undergraduate Students*

The University enrolled 18,712 undergraduate students in 1994. Of this total, 3,062 or approximately 16.36% were minority. In 1993, there were 3,098 minorities, accounting for approximately 15.97% of the total undergraduate population. The decrease of 36 students represented an approximate 1.2% decrease from 1993 to 1994.

#### *Minority Graduate and Professional Students*

Between 1993 and 1994 both the number of minority students enrolled in graduate and professional programs increased 17%, from 425 in 1993 to 496 in 1994.

Minority graduate students enrollment increased from 292 to 343. The 51 student increase raised the percentage of minorities enrolled in graduate school from 7.7% in 1993 to 9.1% in 1994.

The number of minority students enrolled in professional school increased between 1993 and 1994 from 133 to 153 and the proportion increased from 19.4% to 22.2%.



### *Black Students Total Enrollment*

Between 1993 and 1994 the number of Black students in the student population decreased 1.1%, from 2,551 in 1993 to 2,524 in 1994. The proportion increased from approximately 10.7% in 1993 to 10.9% in 1994.

### *Black Undergraduate Enrollment*

In the past year, Black undergraduate student enrollment decreased 73 students from 2,277 in 1993 to 2,204 in 1994, a decrease of 3.2%. In the same period the proportion of Black students in the total undergraduate population, however, increased slightly from 11.7% to 11.8%. [Table 1]

### *Black Graduate and Professional Students*

The number and percentage of Black students enrolled in Graduate and Professional programs increased by 46 students, from 274 in 1993 to 320 in 1994. The 46 students represented a 16.8% increase in Graduate and Professional enrollment.

The number of Black graduate students increased by 35 from 186 in 1993 to 221 in 1994. The percentage increased from 4.9% to 5.9%.

Professional student enrollment increased 11, from 88 or 12.9% in 1993, to 99 and 14.4% in 1994.

### *Hispanic Students*

Hispanic student enrollment increased to 4.9% during the past year from 491 in 1993 to 515 in 1994. The 515 represented 2.2% of the population, a slight increase from the 2.06 in 1993. [Table 1]

### *Hispanic Undergraduate Students*

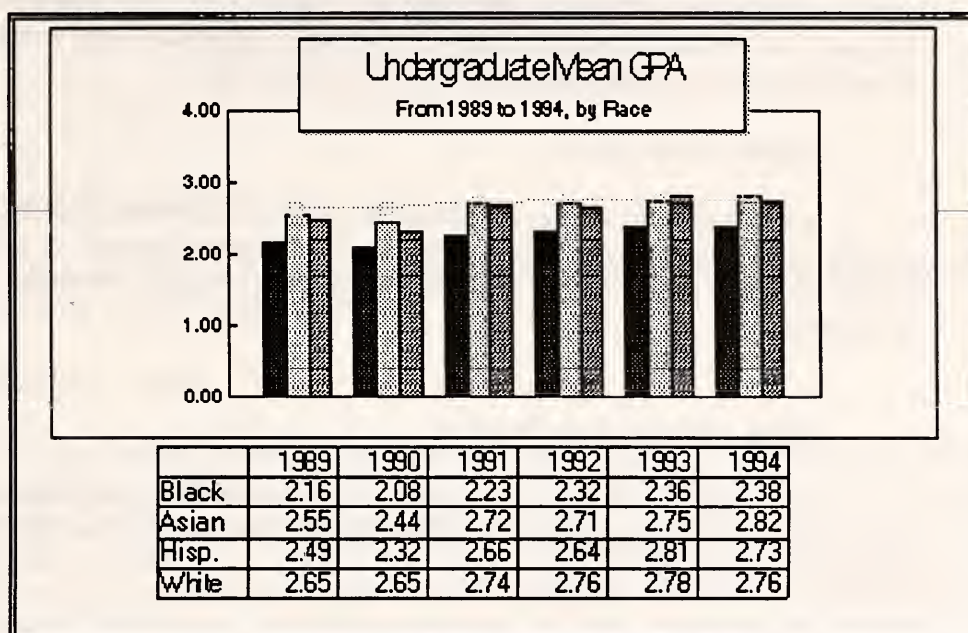
The number of Hispanic undergraduate students increased 4.9% between 1993 and 1994. In 1993 there were 428 Hispanic undergraduates students. The total increased to 449 in 1994. The percentage in the total undergraduate population increased from 2.2% to 2.4%.

### *Hispanic Graduate and Professional Students*

The combined Graduate and Professional student enrollment increased 4.8% from 63 to 66. The number enrolled in graduate programs decreased from 45 in 1993 to 43 in 1994. However, the number and percentage of Hispanic students enrolled in professional programs increased from 18 or 2.6% in 1993 to 23 or 3.3% in 1994.

## *Trends in Academic Achievement*

Grade point average and academic standing are among the factors that are traditionally used to assess students academic achievement. In this section the grade point average and academic standing of undergraduate and graduate/professional students will be described with particular emphasis on Black and Hispanic students. [Table 2]



### *Grade Point Average*

#### *Total Undergraduate Students*

The total undergraduate student population mean grade point average decreased slightly from 2.74 in 1993 to 2.73 in 1994. The one year trend reversed a three year and five year upward trend of 10.5 and 12.3 percent respectively. [Table 3]

### *Black Undergraduate Students*

The Fall 1994 semester grade point average for Black students was 2.38, which was an .8% increase from the 1993 grade point average of 2.36. This was the fourth consecutive year that the mean grade point average for Black students increased.

### *Hispanic Undergraduate Students*

Hispanic students' 1994 grade point average decreased 2.8%. The Fall 1993 semester average was 2.81 and decreased to 2.73 in 1994. The grade point average of Hispanic undergraduate students was comparable to the grade point average of the total undergraduate student population.

### *Academic Disciplines*

A breakdown of student achievement in various academic areas follows. The data reflects improvement by African-American and Hispanic students in several colleges. The mean grade point average of Black and Hispanic students increased in the College of Science.

### *Black Undergraduate Students*

The mean grade point average increased in academic programs in the Colleges of Business and Administration, Engineering, Science, and the two year program in the College of Technical Careers.

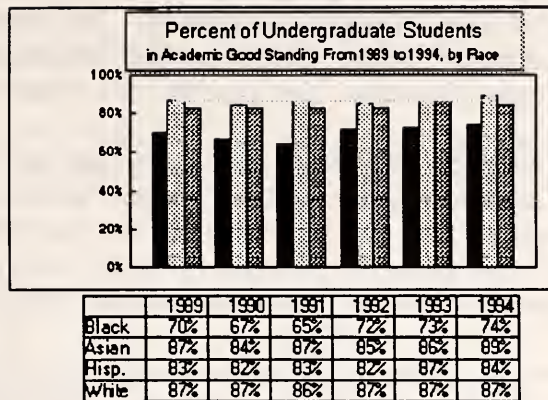
### *Hispanic Undergraduate Students*

The grade point average of Hispanic undergraduate students enrolled in academic disciplines included in the Colleges of Agriculture, Liberal Arts, and Science increased. Two-year and four-year programs in College of Technical Careers and the Center for Basic Skills also increased.

### *Academic Standing*

#### *Black Undergraduate Students*

In 1994, 74% of Black undergraduate students were in good standing, a slight increase from 1993 when 73% were in good standing. The 74% was the highest in the past five years and is the third consecutive year that the total has increased.



### *Hispanic Undergraduate Students*

The percentage of Hispanic undergraduate students in good standing decreased from 87% in 1993 to 84% in 1994.

### *Graduation Trends*

Increasing the persistence and graduation rates of minority students, particularly Black and Hispanic students, remains one of the institution's major challenges and goals. In an effort to monitor and evaluate the institution's progress in this critical area, a comparable graduation and persistence rate for all racial groups has been established as a minimum goal. In last year's report, we indicated that we use the comparability model advocated by Richardson and other researchers to assess our status and progress. This year we again used this model to minority and white student persistence and graduation rates.

The graduation equity score, the ratio between the graduation rates of a particular minority group and white students, will be used to determine the level of change and progress. An equity score of 1.00 indicates comparable rates between the two comparison groups.

This section of the report will review and discuss the University's six year graduation rates, second year persistence rates, and number of degrees conferred, with the focus directed to the 1987 and 1988 entering freshmen classes. [Table 4,5]

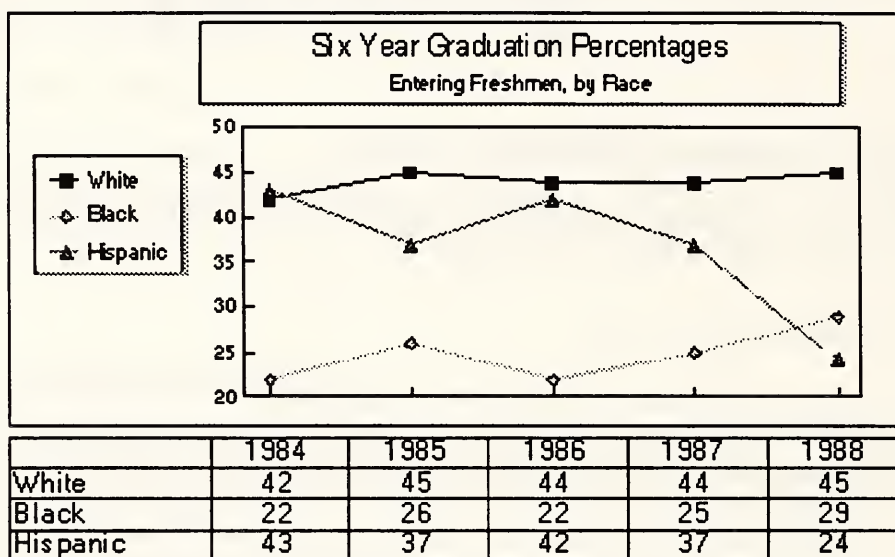
The six year graduation rates for the total student population remained relatively stable between 1983 and 1988, with the highest being 43% in 1985 and 1988 entering classes, and the lowest being 39% for the 1984 entering class. [Table 6]

The graduation rate for minority students in the period 1983 and 1988 has been gradual but inconsistent. The graduation equity score also has been predictable but inconsistent with the smallest gap in 1983, and the largest in 1986 and 1987.



During 1987 and 1988 some progress was made in decreasing the gap between the graduation rates of minority and white students. The change, however, was not consistent among all minority groups. The gap between the graduation rates of black and white students decreased; however, the gap between Hispanic and white students increased.

The gap between the 1988 Black and white entering freshmen class was the lowest since 1983. With one exception, 1988, the gap between the graduation rates of Hispanic and white students has been relatively small. The 1988 class, which consists of 63 students, was the highest entering Hispanic freshman class between 1985 and 1989; it experienced the lowest graduation rate and also the lowest graduation equity score.



### *Entering Minority Freshmen*

Between 1987 and 1988 the total population six year graduation rate increased from 42% to 43%.

In the same period the graduation rate of minority students increased 7.1% from 28 to 30%.

The gap between minority student rates and white student graduation rates also decreased. In 1987, the graduation equity score of minority students was approximately 64% of white students. In 1988 this figure increased to approximately 67%.



<b>Minority-White Student Six Year Graduation Rate and Gap</b>			
	White Graduation Rate	Minority Graduation Rate	White-Minority Equity Score
	%	%	%
1983	43	29	67
1984	42	28	67
1985	45	33	73
1986	44	28	64
1987	44	28	64
1988	45	30	67

### *Entering Black Freshmen*

The graduation rates of entering Black freshmen in 1988 were higher than the 1987 entering class. The graduation rate of the 1987 class was 25%; it increased to 29% in 1988.

The gap between the graduation rates of Black and white students decreased. The graduation equity score of Black and white students increased from approximately 57% in 1987 to approximately 65% in 1988.

<b>Black-White Student Six Year Graduation Rate and Gap</b>			
	White Graduation Rate	Black Graduation Rate	White-Black Equity Score
	%	%	%
1983	43	20	46
1984	42	22	52
1985	45	26	58
1986	44	22	50
1987	44	25	57
1988	45	29	65

### *Entering Hispanic Freshmen*

Graduation rates for Hispanic students who entered in 1988 decreased 35% from the 1987 freshman class. Thirty-seven percent of the 1987 class graduated in six years. The 1988 class graduation rates decreased to 24%. In the same period the graduation equity score decreased from 84% in 1987 to 53% in 1988.

Hispanic-White Student Six Year Graduation Rate and Gap			
	White Graduation Rate	Hispanic Graduation Rate	White-Hispanic Equity Score
	%	%	%
1983	43	30	70
1984	42	43	100+
1985	45	37	82
1986	44	42	96
1987	44	37	84
1988	45	24	53

### *Persistence Trends*

Efforts designed to increase graduation and program completion rates of students must recognize and consider the University's ability to retain students after they enroll. Of particular importance is the continuing enrollment of students following their freshman and sophomore year. In the following section the second year retention rates will be reviewed and discussed. [Tables 7, 8]

### *Second Year Retention Rates*

A review of the second year retention rates demonstrates a need to devote greater attention to identifying and addressing those factors which result in students not maintaining continuous enrollment at SIUC following their freshman year.

The student enrollment patterns reflect a downward trend in the percentage of an entering class that returns for their sophomore and junior years. The gap between the return rates for white students and minority students in the past several years has slightly increased. The increase is highest between Hispanic and white students who entered in 1991 and 1992. The persistence data suggests that the institution needs to increase greater focus on program activities and services which are sponsored for freshmen.

*Minority Student Second Year Retention Rates*

The second year retention rates for minority students decreased from a high of 70% in 1989 to a low of 58% in 1992 entering class. In the same period the retention equity scores decreased from a high of 95% in 1988 to a low of 85% in 1992.

<b>Second Year Retention Percentage and Gap Between White and Minority Students</b>			
	<b>White Retention Rate</b>	<b>Minority Retention Rate</b>	<b>White-Minority Equity Score</b>
	<b>%</b>	<b>%</b>	<b>%</b>
1988	74	70	95
1989	73	70	96
1990	70	62	89
1991	70	62	89
1992	68	58	85

*Black Students Second Year Retention Rates*

Black students retention rates reflect a downward trend which is similar to white student trends. The retention gap between Black and white students has increased since 1990. However, the gap stabilized in the last two years (87%), which is a downward move from a high of 96% in 1989.

**Second Year Retention Percentage and  
Gap Between White and Black Students**

	White Retention Rate	Black Retention Rate	White-Black Equity Score
	%	%	%
1988	74	68	92
1989	73	70	96
1990	70	63	90
1991	70	61	87
1992	68	59	87

*Hispanic Students Second Year Retention Rates*

Generally, the gap between Hispanic student retention rates and white students has been relatively small. However, the 1992 class reversed this trend. The two year retention rate decreased, and the gap between white students and Hispanic students retention rates increased.

**Second Year Retention Percentage and  
Gap Between White and Hispanic Students**

	White Retention Rate	Hispanic Retention Rate	White-Hispanic Equity Score
	%	%	%
1988	74	70	95
1989	73	71	97
1990	70	63	90
1991	70	65	93
1992	68	48	71

Major developments in the past year include:

*Minority Students*

**Enrollment:**

- Total minority undergraduate and graduate/professional enrollment increased by 1.0% from 3,523 in Fall 1993 to 3,558 in Fall 1994
- Percentage of minority students in total population increased from 14.8% in Fall 1993 to 15.4% in Fall 1994
- Total minority undergraduate enrollment decreased by 1.2% from 3,098 in Fall 1993 to 3,062 in Fall 1994
- Total minority graduate and professional students increased by 16.7% from 425 in Fall 1993 to 496 in Fall 1994

**Degrees Conferred:**

- Total degrees conferred to minorities decreased by 5.6% from 783 conferred in 1992-93 to 739 conferred in 1993-94

*Black Students*

**Enrollment:**

- Total Black enrollment decreased by 1.1% from 2,551 in Fall 1993 to 2,524 in Fall 1994
- Percentage of Blacks in total enrollment increased from 10.7% in Fall 1993 to 10.9% in Fall 1994
- Total Black undergraduate enrollment decreased by 3.2% from 2,277 in Fall 1993 to 2,204 in Fall 1994
- Total Black graduate/professional enrollment increased 16.8% from 274 in Fall 1993 to 320 in Fall 1994

**Degrees Conferred:**

- Total number of degrees conferred to Blacks decreased by 5.3% from 505 in 1992-93 to 478 in 1993-94



### *Hispanic Students*

#### **Enrollment:**

- Total Hispanic enrollment increased by 4.9% from 491 in Fall 1993 to 515 in Fall 1994
- Total Hispanic undergraduate enrollment increased by 4.9% from 428 in Fall 1993 to 449 in Fall 1994
- Total Hispanic graduate and professional enrollment increased from 63 in Fall 1993 to 66 in Fall 1994
- Hispanic undergraduate student mean grade point average decreased 2.8% in Fall 1993 to 2.73 in Fall 1994

#### **Degrees Conferred:**

- Total degrees conferred to Hispanics decreased by 9.9% from 142 conferred in 1992-93 to 128 in 1993-94

## **Women Students**

### *Goals & Objectives*

Increase the participation of women undergraduate, graduate and professional students in programs where they are presently underrepresented.

Increase the achievement, retention and program completion rates of undergraduate, graduate and professional women students.

Establish a university environment sensitive to and supportive of women students.

### *Initiatives*

- The Women in Science group sponsored the Expanding Your Horizons in Science and Mathematics workshop for the fourth consecutive year.
- Sponsored campus-wide showing of a video conference on the role of Black Women in Higher Education entitled "Sisterhood and the Academy: Today's Reality, Tomorrow's Promise."

- Women in Science, a group of faculty members from the Colleges of Science, Engineering and School of Medicine received funding to support a program entitled, "Development of Southern Illinois SEM Support Network."

### *Progress in Meeting Goals*

Increased representation and participation by female students at the University is a continuing administration goal.

An analysis of the Fall 1994 enrollment data reflects continuing progress in narrowing the gap that exists between the 1990 Illinois census and University enrollment. The disparity between the state's female population and total SIUC female population declined from 18% in 1993 to 17% in 1994.

#### *Freshman On-Campus Enrollment - Female*

During the past year the number of new freshmen increased from 2,153 to 2,300. Similarly, the number and percentage of new female freshman undergraduate students increased from 936 (43.47%) in 1993 to 1,032 (44.87%) in 1994.

#### *Total Female Student Enrollment*

The number of female students decreased from 9,982 in 1993 to 9,796 in 1994. However, the percentage of total students enrolled increased from 41.8% in 1993 to 42.3% in 1994, which is the highest percentage enrollment in the past decade. [Table 1.1]

#### *Black Female Enrollment*

The total number and percentage of Black female students increased. The number increased in the past year from 1,300 in 1993 to 1,329 in 1994. The percentage increased from 5.4% to 5.7%.

#### *Hispanic Female Enrollment*

The number of Hispanic females decreased from 193 in 1993 to 187 in 1994. The percentage of total students enrolled remained at the same level (.81%).

#### *Female Undergraduate Students*

The number of undergraduate females decreased from 7,761 in 1993 to 7,590 in 1994. The percentage, however, increased from 40% to 41%.

### *Black Female Undergraduate Students*

The percentage and number of Black female undergraduate students increased during the past year. In 1993, 1,129 or 5.8% of the total undergraduate population was made up of Black females. In 1994 the total number and percentage increased to 1,132 or 6.0%.

### *Hispanic Female Undergraduate Students*

The number of Hispanic females decreased from 159 in 1993 to 153 in 1994. The percentage, however, remained unchanged (.82%).

### *Black Female Graduate Students*

In the past year both the number and percentage of Black female graduate students increased. In the past year there were 17 more graduate students than in 1993. In 1993 there were 108 Black female graduate students. The number increased to 125 in 1994. In the same period the percentage increased from 2.9% to 3.3%.

### *Female Professional Students*

During the past year the number of females enrolled in professional programs increased by 3 from the 310 in 1993 to 313 enrolled in 1994.

### *Black Female Professional Students*

Both the percentage and numbers of Black female professional students continues to increase. In the past, the total number increased from 63 to 72 and the percentage from 9.2% to 10.5%.

### *Hispanic Female Professional Students*

The number and percentage of Hispanic females enrolled in professional programs increased from 7 to 9 and the percentage from 1.1% to 1.3%.

### *Selected Academic Degrees*

Increasing the participation of females in traditionally underrepresented academic disciplines is a continuing institutional goal. Female enrollment increased in academic undergraduate programs housed in the College of Science, School of Social Work, four year programs in the College of Technical Careers, and Undergraduate Academic Services. Increased enrollment in graduate programs occurred in the College of Business

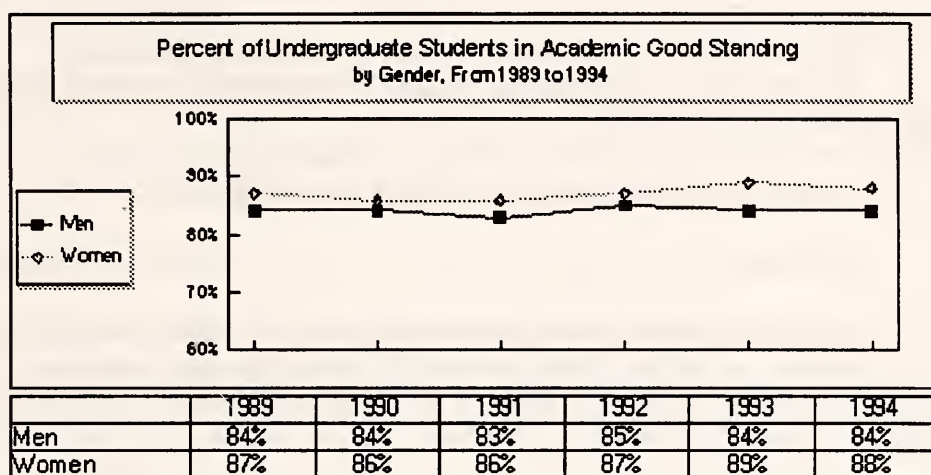


and Administration, Mass Communications and Media Arts, Engineering, School of Law and School of Social Work.

### *Academic Good Standing*

#### *Female Undergraduate Students*

In 1993 the percentage of undergraduate females in good standing decreased slightly from 89% in 1993 to 88% in 1994. In spite of this decrease, the percentage of females in good standing (88%) exceed the male rate of 84%.



#### *Black Female Undergraduate Students*

The percentage of Black undergraduate female students increased from 76% in 1993 to 77% in 1994.

#### *Hispanic Female Undergraduate Students*

The percentage of undergraduate Hispanic females in good standing decreased from 89% in 1993 to 83% in 1994. [Table 2A]

### *Female Undergraduates Students*

The grade point average of female undergraduate students decreased slightly from 2.81 in 1993 to 2.79 in 1994. The grade point average for females continues to be higher than that of their male counterparts. [Table 3]

### *Black Female Grade Point Average*

Black female undergraduate mean grade point average increased slightly from 2.38 in 1993 to 2.42 in 1994. This is the fourth consecutive yearly increase for this population.

### *Hispanic Female Grade Point Average*

Hispanic female undergraduate student mean grade point average decreased from 2.82 in 1993 to 2.71 in 1994.

### *Trends in Persistence and Degree Completion - Females*

#### *Persistence*

A review of persistence data since 1987 reveals no significant positive trends in female students second and third year retention rates although female rates continue to exceed male student persistence rates. A similar pattern is noted for Black and Hispanic females students. [Table 7, 8]

#### *Degree Completion*

#### *Female Six Year Graduation Rates*

The graduation rates of women students continue both to increase and exceed graduation rates of males. Female graduation rates for the 1988 entering class were the highest in the past five years, 48%.

Between 1987 and 1988 the graduation rates of women students increased one percentage point from 47% to 48%. In the same period, the graduation rates for male students were 38% and 39% respectively. [Table 6]

#### *Black Female Students Six Year Graduation Rates*

The graduation rates for the 1987 and 1988 entering freshman class increased from 26% to 38%. The gap between the graduation rates of white and Black females students decreased.

### *Hispanic Female Students Six Year Graduation Rates*

Hispanic female six year graduation rates decreased from 37% in 1987 to 28% in 1988. The entering 1987 and 1988 freshman class included 27 and 25 Hispanic females respectively.

Major developments in the past year included:

#### **Enrollment:**

- Total female student enrollment decreased by 1.9% from 9,982 in Fall 1993 to 9,796 in Fall 1994
- Percentage of females in total enrollment increased from 41.8% in Fall 1993 to 42.3% in Fall 1994
- Total female undergraduate enrollment decreased by 2.2% from 7,761 in Fall 1993 to 7,590 in Fall 1994

#### **Degrees Conferred:**

- Total number of degrees conferred to females increased 1.6% from 2,495 conferred in 1992-93 to 2,536 conferred in 1993-94
- Percentage of total degrees conferred to women increased from 37% to 39%

## **Disabled Students**

### *Goals & Objectives*

Increase the participation of undergraduate, graduate and professional disabled students in academic programs where they are presently underrepresented.

Increase the achievement, retention and program completion rates of undergraduate, graduate and professional disabled students.

### *Initiatives*

The major focus during the past year was devoted to increasing the various groups that provided services to students, faculty, and staff with disabilities and to

continue efforts to ensure that the University is in compliance with Americans With Disabilities Act requirements. Significant activities included:

- Developed a recruitment video tape entitled, "Accessing the University."
- Developed a plan of action to more effectively utilize the \$6,000,000 provided by the Illinois Board of Higher Education to address ADA issues on the SIUC campus.

### *Progress in Meeting Goals*

#### *Enrollment - Disabled Students*

##### *Total*

The number of students with disabilities increased in the past year from 672 to 690. The increase of 18 represented a 2.7% increase. The percentage of students with disabilities increased from 2.7% to 2.9%. [Table 1.1]

##### *Undergraduate Disabled Students*

The number of undergraduate students with disabilities increased 5% in the past year from 555 in 1993 to 580 in 1994. The proportional representation increased from 2.8% to 3.0%.

##### *Graduate Disabled Students*

The number and percentage of graduate students with disabilities decreased from 106 (2.7 %) in 1993 to 94 (2.4%) in 1994, an 11 % decrease.

##### *Professional Disabled Students*

Professional students with disabilities increased 45% during the past year. In 1993, 11 or 1.8% of professional students reported a disability. These figures increased to 16 or 2.5% in 1994.

## **Underrepresented Faculty and Staff**

### *Goals & Objectives*

Increase the recruitment, retention and achievement of minority faculty and staff members.



Increase the recruitment, retention and achievement of women faculty and staff members.

Increase the recruitment, retention and achievement of disabled faculty and staff members.

### *Initiatives*

Efforts to encourage the increased participation of underrepresented faculty and staff continued during the past year. The President continued to provide support to academic units that were willing to initiate extraordinary efforts to recruit tenure-track faculty members from underrepresented populations. A series of activities were also initiated in an effort to better identify and understand the concerns of underrepresented faculty and staff. Significant activities include:

- A female was appointed to the position of Executive Assistant to the President for International and Economic Development.
- Organized and implemented a campus-wide assessment of faculty and staff perception of the campus environment. A questionnaire was developed and sent to approximately 1,900 University employees. Eight hundred seventy-one questionnaires were returned. Three major findings emerged from the survey. First, although there were several pockets of gender and racial differences, there were no significant gender and ethnic differences identified by women. Second, employee perception of the climate within their own unit was positive. However, perception of University level climate was less positive. Third, differences in climate perception were found between Civil Service, A/P staff, and faculty groups. Results will be used to help determine future programs and policies.
- Approximately \$25,000 was provided to support a program which provides financial support to women faculty and staff members engaged in research and creative activities.
- A subcommittee of the University Women's Professional Advancement group compiled information on women's issues and concerns. The need to continue and support existing programs and initiatives were among the major findings of the investigation. Other recommendations are being reviewed and considered for implementation.
- The University organized and sponsored a one day on-campus workshop for women faculty and staff members. The workshop, which attracted



530 participants, included presentations and participation from the immediate Carbondale community.

- The Minority and Women Faculty Incentive Recruitment program, sponsored by the President, was continued during the past year. The Program provides financial support to help enhance academic units' capability to attract minority and women faculty members.
- During the past year the School of Medicine organized and presented forty-two sessions on sexual harrassment to faculty and staff members.

#### *Trends in Minority Hires and Representation*

### *Progress in Meeting Goals*

#### *Total Minority Hires*

There was a 28% increase in the number of total hires during the past year. In 1993 the University hired 681 new faculty and staff. These figures increased to 873 in 1994, which was an increase of 192.

The number and percentage of minorities hired increased from 76 in 1993 to 129 in 1994. The increase of 53 represented a 70% increase between 1993 and 1994. The percentage of minorities hired increased from 11.2% in 1993 to approximately 15% in 1994.

#### *Total Black Hires*

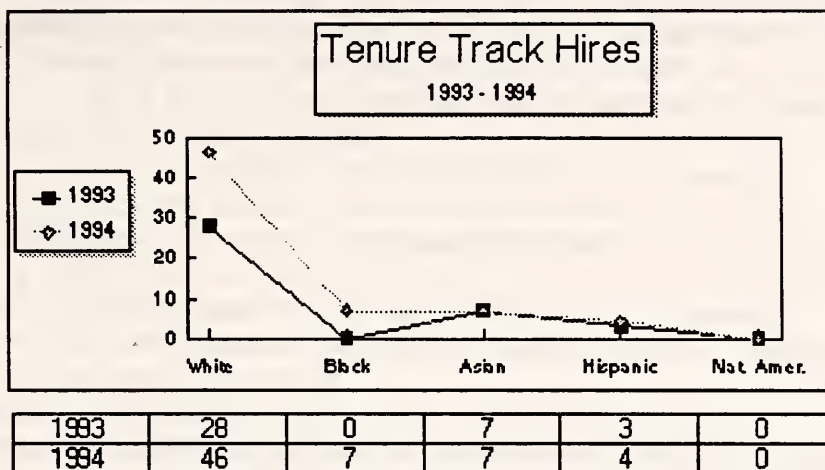
There was a 76% increase in the number of Blacks hired between 1993 and 1994. In 1993, 33 of all new hires were Black. This total increased to 58 in 1994, an increase of 25. The percentage of Black hires increased from 4.8% in 1993 to 6.6% in 1994.

#### *Total Hispanic Hires*

The number of Hispanics hired during the past year increased by 15, from 6 in 1993 to 21 in 1994. This increase of 15 resulted in a 250% increase between 1993 and 1994. The percentage of all hires also increased from less than 1% in 1993 to 2.4% in 1994.

### *Minority Faculty Tenure-Track Hires*

The number and percent of minority tenure-track faculty hires increased by 8 or 80% during the past year. The number increased from 10 in 1993 to 18 in 1994. The proportion of minority hires also increased from 26.3% in 1993 to 28% in 1994.



### *Black Faculty Tenure-Track Hires*

In 1993 the University did not hire any Blacks in tenure-track positions. In 1994, seven Blacks were hired. The seven new faculty represented approximately 11% of all new faculty hires.

### *Hispanic Faculty Tenure-Track Hires*

The number of Hispanic hires increased by 33% during the past year, from 3 in 1993 to 4 in 1994. The percentage among total hires, however, decreased from 7.9% in 1993 to 6.3% in 1994.

### *Minority Non Tenure-Track Hires*

The percentage of non tenure-track minority hires increased by 3.6% during the past year. In 1994, 29 minorities were hired into non tenure-track faculty positions, an increase of 1 from the 28 employed in 1993.

### *Black Non Tenure-Track Hires*

The number of Blacks hired in non tenure-track faculty positions increased by 75 % between 1993 and 1994. In 1993, 8 or 4.5% of non tenure-track hires were Black. The number and percentage increased to 14 and 6.5% respectively in 1994.

### *Hispanic Non Tenure-Track Hires*

There was an increase in the number and percentage of Hispanics hired in the past year. In 1993 one Hispanic was hired and the number increased to 3 in 1994. The percentage of total faculty hired increased from 0.6% to 1.4%

### *Representation Of Minorities in the Workforce*

#### *Total Minority Representation*

Between 1993 and 1994 there was an increase of 97 or 2.1% in the SIUC workforce. The total number of employees increased from 4,529 in 1993 to 4,626 in 1994.

In the same period there was a 3.0% increase in the number of minorities employed. The total number increased by 13, from 436 in 1993 to 449 in 1994.

#### *Total Black Representation*

The number of Black employees increased slightly, from 267 in 1993 to 269 in 1994, a .7% increase. The proportion of Blacks in the total workforce decreased slightly from 5.9 to 5.8.

#### *Total Hispanic Representation*

The percentage of Hispanics in the workforce increased 14% during the past year. In 1993 the University employed 36 Hispanics. The total increased to 41 in 1994. The level of representation in the workforce increased from 0.8% to 0.9%

#### *Minority Faculty - Tenured*

During the past year the number of tenured faculty increased by 3 from 673 in 1993 to 676 in 1994. In this period the number of minority faculty increased by 1.4% from 71 to 72 or 10.7% in 1994.

*Black Faculty - Tenured*

The number of Black tenured faculty increased by 1, from 13 or 1.9% in 1993 to 14 or 2.1% in 1994.

*Hispanic Faculty - Tenured*

The number and percentage of tenured Hispanic faculty did not change during the year. In 1993 there were 7 Hispanic tenured faculty. The number remained the same in 1994.

*Tenure-Track Minority Faculty*

The total number of tenure-track faculty decreased during the year, from 251 in 1993 to 250 in 1994. The number and percentage of minority faculty increased from 38 or 15% in 1993 to 41 or 16.4% in 1994. The additional three minority faculty represented a 7.9% increase.

*Black Tenure-Track Faculty*

The number of Black tenure-track faculty increased during the year from three or 1.2% in 1993 to 8 or 3.2% in 1994.

*Hispanic Tenure-Track Faculty*

The number of Hispanic increased 22% between 1993 and 1994. In 1993, 9 or 3.5% of the tenure-track faculty was Hispanic. The total increased to 11 or 4.4% in 1994.

*Minority Administrative/Professional Staff*

The number of professionals hired decreased by nine from 141 in 1993 to 132 in 1994, a 6.4% decrease. The number of minority hired, however, increased from 19 in 1993 to 32 in 1994. The increase of 13 was approximately a 68% increase. Asian-Americans accounted for the largest percentage of this increase. In 1993, 8 Asian-Americans were hired in professional positions. The total increased to 16 in 1994.

*Black Administrative/Professional Staff*

The number of Blacks hired in professional positions decreased from 11 in 1993 to 9 in 1994. The decrease of two, represented an 18% decrease.



*Hispanic Administrative/Professional Staff*

There was a significant increase in the number of Hispanics hired in professional positions. In 1993 the University did not hire any Hispanics into professional positions. In 1994, 5 Hispanics were employed in professional positions.

*Minority Executive/Administrative/Managerial Staff*

There was no increase in the total number or the number of minorities hired in Executive/Administrative/Managerial positions during the past year. In 1993 and 1994 the University hired 29 staff members. In the same period the University hired 2 minority staff members in 1993 and 2 in 1994.

*Black Executive/Administrative/Managerial Staff*

In 1994, the number and percentage of African-Americans hired increased from zero in 1993 to 1 or 3.4% in 1994.

*Hispanic Executive/Administrative/Managerial Staff*

There was no change in the number of Hispanic staff hired. In 1993 and 1994 the University did not hire any Hispanic Administrative Staff.

*Minority Civil Service Staff*

In the past year the University hired 134 more Civil Service staff than in 1993. The 134 increase was an approximate 45% increase. In 1993, the University hired 297 Civil Service employees; this total increased to 431 in 1994.

In the same period the number and percentage of minority civil service staff hired increased from 17 or 5.7% in 1993 to 48 or 11.1% in 1994. The additional 31 hires represented an approximate 182% increase.

*Black Civil Service Staff*

In the past year the number of Blacks hired in Civil Service positions increased approximately 93%, from 14 or 4.7% of all hires to 27 or 6.3% of all hires in 1994.

*Hispanic Civil Service Staff*

The number and percentage of Hispanic hires increased from 2 or less than 1% of all 1993 hires to 9 or 2.1% of all 1994 hired. The increase of 7 hires represented a 350% increase.

### *Trends in Women Hires*

#### *Total Women Hires*

The number of women hired increased 20% in the past year. In 1994, 474 women were hired, an increase of 79 from the 395 hired in 1993. The percentage of the total hires, however, decreased from 58% in 1993 to 54% in 1994.

#### *Total Faculty*

The number of total women faculty increased by 31% from 105 to 138 in the past year. The percentage of total faculty hires remained the same (49%).

#### *Women Faculty - Tenure Track*

The number of women hired in tenure-track positions increased significantly (287.5%), from 8 in 1993 to 31 in 1994. The proportional representation among total tenure track hires increased from 21% in 1993 to 48% in 1994.

#### *Women - Non Tenure-Track*

The number of women hired in non tenure-track positions increased 10%. In 1993; 97 or 55% of total non tenure faculty hires were women. The number increased 10 to 107 in 1994. Although the numbers increased, the percentage of the total hires decreased to 49%.

#### *Professional Women Hires*

Professional hires decreased by 12 or 16% in the past year. The number hired decreased from 73 or 52% in 1993 to 61 or 46% in 1994.

#### *Executive/Administrative/Managerial Hires*

There were 4 more staff hired in 1994 than 1993. The four additional staff represented a 133% increase. In 1993, 3 or 10% of administrative hires were women. The number increased to 7 or 24% in 1994.

#### *Civil Service Hires*

The number of women hired in Civil Service positions increased. However, the percent of total hires decreased. In 1994, 268 or 62% of the total Civil Service hired were women compared with 214 or 72% employed in 1993.

## *Trends in Representation of Women*

### *Total Women*

SIUC employed 97 or 2.1% more employees in 1994 than 1993. In 1993, 4,529 individuals were employed. The population increased to 4,626 in 1994. The number of women staff members increased 3.1% from 2,360 or 52% in 1993 to 2,432 or approximately 53% in 1994.

### *Total Women Faculty*

The number of women faculty increased 5.5%, from 437 in 1993 to 461 in 1994, an increase of 24.

### *Women - Tenured Faculty*

The number of women tenured faculty members increased from 118 in 1993 to 132 in 1994, an increase of 12%. The percentage of the total tenured faculty increased from approximately 18% in 1993 to 20% in 1994.

### *Women - Tenure-Track*

The number of women in tenure-track positions increased by 6 or approximately 7% during the year. The total increased from 87 or approximately 35% in 1993 to 93 or approximately 37% in 1994.

### *Women - Other Faculty*

The number of women with non tenure-track appointments increased 1.7%. The percentage of appointments, however, decreased slightly. In 1994, 236 or approximately 54% of the appointments were women which was a change from the 232 or approximately 55% in 1993.

### *Women - Administrative/Professional*

The number of women in administrative positions increased by 10, from 322 in 1993 to 332 in 1994. The additional 10 staff represented a 3.1% increase.

### *Women Civil Service*

The number of women in Civil Service positions increased 2.4% in the past year. However, the percentage of women in the total Civil Service population remained stable.

In 1993, the University Civil Service positions included 1,601 women, or 65%. This total changed to 1,639 or 65% in 1994.

Major developments in the past year include:

*Minority Employees*

**Hires:**

- Total minority hires increased by 70% from 76 in Fall 1993 to 129 in Fall 1994
- Total minority Civil Service hires increased by 182% from 17 in Fall 1993 to 48 in Fall 1994
- Total tenure-track minority hires increased by 80% from 10 in Fall 1993 to 18 in Fall 1994
- Total Administrative/Professional hires increased by 68% from 19 in Fall 1993 to 32 in Fall 1994

**Representation:**

- Total minority employees increased by 3.0% in the past year from 436 in Fall 1993 to 449 in Fall 1994
- Total minority faculty increased by 2.8% from 145 in Fall 1993 to 149 in Fall 1994
- Total minority tenure-track employees increased 7.9% from 38 in Fall 1993 to 41 in Fall 1994
- Total Administrative/Professional employees increased by 11% from 68 in Fall 1993 to 76 in Fall 1994

*Black Employees*

**Hires:**

- Total African-American hires increased by 76% from 33 in Fall 1993 to 58 in Fall 1994



- Total tenure-track African-American hires increased significantly from 0 in 1993 to 7 in 1994
- Civil Service hires increased by 93% from 14 in 1993 to 27 in 1994

**Representation:**

- Total tenure-track African-American employees increased by 167% from 3 in Fall 1993 to 8 in Fall 1994
- Total African-American faculty increased by 21% from 34 in Fall 1993 to 41 in Fall 1994
- Total African-American Civil Service employees decreased by 2.6% from 190 in Fall 1993 to 185 in Fall 1994
- Tenured African-American faculty increased by 7.7% from 13 in Fall 1993 to 14 in Fall 1994

*Hispanic Employees*

**Hires:**

- Total Hispanic hires increased by 250% from 6 in Fall 1993 to 21 in Fall 1994
- Total Hispanic Administrative/Professionals hires increased significantly from 0 in Fall 1993 to 5 in Fall 1994
- Total Civil Service hires increased by 250% from 6 in Fall 1993 to 21 in Fall 1994

**Representation:**

- Hispanic employees increased 13.9% from 36 in Fall 1993 to 41 in Fall 1994
- Hispanic faculty increased 16.7% from 18 in Fall 1993 to 21 in Fall 1994
- Tenure-track Hispanic faculty increased 22.2% from 9 in Fall 1993 to 11 in Fall 1994

- Civil Service staff increased by 25% from 12 in Fall 1993 to 15 in Fall 1994

*Female Employees*

**Hires:**

- Total female hires increased by 20% from 395 in Fall 1993 to 474 in Fall 1994
- Total female tenure-track hires increased by 287% from 8 in Fall 1993 to 31 in Fall 1994
- Total female non tenure-track faculty hires increased by 10% from 97 in Fall 1993 to 107 in Fall 1994
- Total female Professional/Administrative hires decreased by 16% from 73 in Fall 1993 to 61 in Fall 1994
- Total female Civil Service hires increased by 25% from 214 in Fall 1993 to 268 in Fall 1994

**Representation:**

- Total female employees increased by 3.1% from 2,360 in Fall 1993 to 2,432 in Fall 1994
- Total female tenured staff increased by 11.9% from 118 in Fall 1993 to 132 in Fall 1994
- Total females in tenure-track positions increased by 6.9% from 87 in Fall 1993 to 93 in Fall 1994
- Total female faculty increased by 5.5% from 437 in Fall 1993 to 461 in Fall 1994
- Total female Administrative/Professional staff increased by 3.1% from 322 in Fall 1993 to 332 in Fall 1994

## **SIUC Summary**

Southern Illinois University at Carbondale has made slow steady progress in the areas of hiring, accessibility, monitoring improvements, future goals, and strengthening the infrastructure to support underrepresented groups on campus. SIUC is particularly satisfied with efforts initiated during the past several years to diversify our workforce, particularly permanent minority and women faculty members.

Funds allocated during the past year will help us expand our efforts to modify campus facilities to meet specifications of the Americans With Disabilities Act. The University intends to continue its efforts to build on the University record of accessibility, opportunity and excellence. Southern Illinois University at Carbondale continues to strive to fulfill its mission of providing not only accessibility but a campus environment that all citizens perceive to be supportive, sensitive, encouraging and nurturing.

In the past year the President issued a public statement identifying seven key areas the University should focus on during the next decade. These areas are undergraduate education, graduate education and research, private funding, the University as an information system, accessibility and opportunity, international programs, and area outreach. The inclusion of accessibility and opportunity among these seven goals is indicative of the importance that accessibility and opportunity has had in the institution's history and its future. To quote President Guyon, "The tradition of access and opportunity must not be lost as we move forward into the 1990's. It might be argued that access and opportunity are incompatible with enhancement of undergraduate program quality, but this is not the case. The thrust of access and opportunity can be united with proper support systems which the University has developed." SIUC's future focus was sagaciously spoken when President Guyon said, The campus must continue to invest in innovative programs which nurture and support underrepresented students in selected disciplines. A greater emphasis must be placed on increasing the number of minority and women students in disciplines where they are underrepresented." He also stated, "...the academic programs and student services must be tailored to meet the needs of these groups if we are to continue the tradition of accessibility, opportunity and diversity that has distinguished the University since its founding in 1869."

In the past year, major efforts at SIUC have been directed toward enhancing the effectiveness of existing academic and student support services originally developed to address some of the unique needs and special concerns of underrepresented populations. Efforts to establish a system which helps administrative staff to better monitor and assess this effectiveness were successful. In addition, the principles of proportionality and comparability were established, promulgated, and promoted as institutional goals for some initiatives.

Efforts to assess campus climate for women faculty and staff were completed during the past year. Additionally, specially designed student campus climate

questionnaires for Black, Hispanic, and Asian students were completed and printed and will be administered during the coming year.

We are pleased with our slow gradual progress of positive trends in reducing the gap between dominant and minority groups in the areas of graduation ratios, mean grade point average, and academic standing as ranked by national minority journals. We are also pleased with our recognition as one of the nation's leading institutions in conferring of degrees to minorities, particularly African-American and Hispanic students. Recognition of this nature serves as a testimony to the University's commitment and efforts.



**Appendix A - SIUC**

1. Focus Topics for Fall 1995 Institutional Reports  
*Attachment A*
2. Program Inventory Forms (Additions, Deletions, Modifications)  
*Attachment B*
3. Student Program Table  
*Attachment C*
4. Staff Program Table  
*Attachment C.1*
5. Program Resource Table  
*Attachment C.2*
6. Definitions for Annual Report on Underrepresented Groups in Higher Education  
*Attachment D*
7. Disabled Student Enrollment Form  
*Attachment E*
8. Review of Formally Organized Support and Review Units  
*Attachment F*
9. Review Schedule for MWD  
*Attachment G*
10. SIUC Campus-Wide Data Tables  
*Tables 1-17*

## **Attachment A**

### **Focus Topics for Fall 1995 Institutional Reports**

#### **Enhancing Teaching Inclusiveness and Effectiveness**

Departmental and collegiate curriculum committees, and deans' offices monitor syllabi, course descriptions, and catalogue copy to ensure that course content reflects underrepresented minorities and diversity, reliably and validly. Faculty are urged to attend sexual harassment workshops in order to learn how to preclude unintended harassment. Faculty are also urged to attend workshops on the delivery of instruction to learn how to accommodate differences in cognitive styles and learning styles of all student clientele.

The new University Core Curriculum has courses which address diversity and multiculturalism in a variety of milieux. Many departments include presentations from guest speakers from underrepresented minorities. Many units, the School of Social Work being the best example, include diversity content in their course syllabi as a measurable objective. The College of Technical Careers has two baccalaureate core courses which address professional ethics and involve discussions of ethical standards for professional conduct. In addition, the College of Technical Careers has received a grant from the Carl D. Perkins Applied Vocational and Technical Education Act to provide service for minorities, women, disabled and academically-disadvantaged students.

All teaching and research assistants are required to attend a workshop presented by the Graduate School and Library Affairs each fall before classes begin. Sexual harassment, selecting unbiased materials, and eliminating biased materials are but three of the many topics covered in the workshop. The English Department requires new graduate assistants to take a semester-long course, part of which is dedicated to enhancing teaching effectiveness for underrepresented groups. Speech Communication offers a similar course for their graduate majors.

All departments continue to recruit minority staff and faculty so that the University populations of women and minorities more typically reflect their proportions in the state and in the nation. All departments work with the Graduate School's PROMPT program to recruit high-quality minority graduate students.

In order to facilitate teaching methods that enhance teaching effectiveness for students with disabilities, Disability Support Services provides adapted format material to faculty and staff, as requested, such as course syllabi or other relevant materials on tape or in braille. Disability Support Services also works with faculty to acquaint them with strategies for working with students who have particular kinds of disabilities, including blindness, hearing impairments, deafness, learning disabilities, psychological disabilities, etc. The unit also provides academic accommodations including tutor referral, readers/writers/notetakers, proctored exams, advocacy and American Sign Language interpreters. The sole criterion for receiving services is having a disability.

There is significant minority representation among the students whom Disability Support Services accommodates.

### **Improving Black Male Student Representation:**

The University currently does not sponsor any formal program and/or activity that considers the Black male to be the primary target population. However, all of the programs that are operated to provide assistance as support for minority students, particularly African-Americans, are cognizant of the uniqueness of the real and perceived problems of the Black male. Although there are no existing formal structured programs, we have compiled information from past and current programs which permits a relatively supportive response and discussion of the issue.

The background for these remarks include staff experience operating pre-college and undergraduate programs which included the participation of African-American males. Included among these initiatives are pre-college programs such as Southern Illinois Regional Career Preparation Program, Upward Bound, Future Scholars and college programs such as the College of Business and Administration Minority Participation Program, Center for Basic Skills, and Minority Engineering Program.

Many of the comments and subsequent recommendations or suggestions were developed from a review of a two year pilot program sponsored by the Center for Basic Skills (CBS) for a select group of freshmen who did not meet the regular University admission requirements. Each student in the CBS program was required to participate in a two hour orientation course. During 1990 and 1991 the program reserved one section for entering African-American male freshmen. Participants' behavior was closely monitored and each student was administered a series of questionnaires and standardized tests.

Based on the findings from the pilot program and comprehensive experience with pre-college and college programs, the following observation and recommendations have been developed.

The disproportionate participation of Black males in pre-college programs is one of the major problems that must be overcome if efforts to significantly increase the participation of Black males in higher education is to be achieved. The low level of participation is influenced by factors such as participation requirements, and structure such as period of time when the program will be operated. Unfortunately, many of the African-American males which possess essential characteristics such as confidence, high competitive spirit, parental support, and intelligence and skills are also actively involved in high school athletic programs. If conflict arises regarding which activities to participate in, unfortunately many elementary, junior and senior high school students will select the athletic activity. The disproportionate number of African-American males in special education programs, non-college preparatory track and non-ability track also decrease the number of African-American male students that participate in pre-college programs. The need to provide for some of their personal and financial needs often necessitates that African-American males must secure/obtain a job after school hours or



most days during the summer. This prevents them from participating in pre-college programs.

The inability or unwillingness for staff of pre-college and college programs to understand or accept some of the behavior and attitudes of some African-American males also impacts the African-American male participation in pre-college and college programs. The African-American male behavior or response which may appear to be appropriate to him may be perceived by others to be inappropriate, threatening, or hostile. It can result in the student's being denied entry into the program or affect his ability to derive maximum benefit. In a report which was developed based on the two year pilot program with a select group of entering African-American freshmen students, the following areas were judged to be problematic:

- 1) Inadequate financial support
- 2) Distrust/and or questioned the motives of non-Black professionals
- 3) Uncrystallized career goal
- 4) Lack of familiarity or understanding of campus cultures
- 5) Difficulty in seeking out assistance from others
- 6) Difficult in adjusting to adverse racial/cultural and academic environments
- 7) Inadequate academic background
- 8) Inadequate study skills, particularly time-management and goal setting skills
- 9) Different learning style
- 10) Inadequate social/psychological skills
- 11) Negative perception of the campus environment
- 12) Inadequate career information

The following recommendations are based on the two years of direct experience with Black males:

- Provide opportunity that will enhance students' career knowledge, help students select a major that is appropriate for his interests, abilities, and background.
- Provide opportunities for students to assess their financial situation. Increase their knowledge and awareness of the financial resources available to them, and how to request or compete for available resources.
- Help students to realistically assess skills, abilities, and career goals.
- Help students to understand the campus culture, expectation and requirements.



- Recognize the infragroup differences among African-American males.
- Encourage African-American males to become actively involved in campus activities and programs.
- Help African-American males to develop some appropriate help seeking skills.
- African-American male students must have at least one strong supportive person available to him.

In addition to the above recommendations a series of recommendations that were derived from the participants attending a conference directed to issues and concerns of African-American males in higher education seem appropriate.

- 1) African-American males who excel in academic areas need to be recognized and rewarded.
- 2) African-American males need to develop a love and appreciation of learning.
- 3) African-American males need to be encouraged to be more assertive about how to seek out and use existing services.
- 4) Faculty and staff, particularly Student Affairs staff, must be able to relate effectively with African-American males, in order to help them demonstrate more effective behavior and attitudes.
- 5) Opportunities and activities that will help African-American males develop character, competence, and commitment must be developed and implemented.

**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary budget to serve minority, female and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Geology Minority Program (Deleted)

**II. Current goals and objectives of the program or unit:**

**III. Type of activities and events that the program or unit conducts and sponsors:**

**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary budget to serve minority, female and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Health/Science Enrichment Program

**II. Current goals and objectives of the program or unit:**

To introduce health/science educational and employment opportunities to disadvantaged high school students.

**III. Type of activities and events that the program or unit conducts and sponsors:**

Classroom and Laboratory work, computer-assisted instruction, and field trips focusing on careers in health and the sciences.

**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary budget to serve minority, female and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Friends of Medical Students

**II. Current goals and objectives of the program or unit:**

**III. Type of activities and events that the program or unit conducts and sponsors:**

Issues and activities addressed by this program have been incorporated into other existing programs.



### Table 1

## Program for Underrepresented Students at Illinois Public Institutions Students Served, Fiscal Year 1995\*

	Racial/Ethnic Composition of Students Served by Minority Programs					Females & Disabled Served by Dedicated Programs			
	Black	Hispanic	Asian Am.	Nat. Total	Unkn	Females	Disabled	Multi-Purpose	Total Served
Southern Illinois University at Carbondale									
Chicago H.S. for Agricultural Science/Recruitment Program***	27	2		29				400	400
Future Scholars Program***									29
Minority Engineering Program***	148	27	7	182					182
Minority H.S. Research Apprentice Program***	10	4	3	17					17
Southern IL Regional Career Preparation Program***	76								76
Upward Bound***								70	70
Women's Introduction to Engineering***						20			20
American Medical Women's Association/Medical School						128			128
Black American Studies Program								360	360
Black Togetherness Organization	15			15					15
Center for Basic Skills								402	402
College of Business Minority Retention Program	129	30	27	5	191				191
College of Education Minority	172	29	13	7	221				221
Retention & Recruitment Program									
Disabled Support Services							413		413
Dr. H.C. Lancker Memorial Endowment Fund/Medical School						1			1
Graduate Dean's Fellowship Program								14	14
Head Start***								382	382
Health Science Enrichment Program/Medical School								28	28
IL Consortium for Educational Opportunity	9	1		10					10
IL Minority Graduate Incentive Program	1	1		2					2
Kathryn Terry Medical Student Scholarship Fund/Medical School					1				1
Medical/Dental Preparatory/Medical School								85	85
Minority Participation Scholarships	15	9		24					24
Multicultural Programs and Services								390	390
Night Transit						576	32		608

[illegible]



Table 3

**DOLLARS AND STAFF BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF  
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1994 AND 1995**

	Staff Years Budgeted	Dollars Budgeted** FY94	Dollars Budgeted** FY95	Change in Dollars Budgeted
<b>Southern Illinois University at Carbondale</b>				
Chicago H.S. for Agricultural Sci./Recruitment Program***	0.06	300	900	600
Future Scholars Program***	1	70000	70000	0
Minority Engineering Program***	3.44	206500	206900	400
Minority H.S. Research Apprentice Program***	2.04	30000	45000	15000
So. Il. Regional Career Preparation Program***	1.79	31600	75000	43400
Upward Bound***	3	251500	258300	6800
Women's Introduction to Engineering***	0.57	11300	11300	0
American Medical Women's Association/Medical School	0.02	1600	2000	400
Affirmative Action Office/Medical School	0.45	12000	12500	500
Black American Studies Program	2.55	187300	236000	48700
Black Togetherness Organization	0.6	11900	11900	0
Center for Basic Skills	17.3	230400	268000	37600
College of Business Minority Retention Program	2.38	49000	51000	2000
College of Education Minority Retention & Recruitment Program	0.55	11200	16400	5200
Disabled Support Services	4.5	170000	188000	18000
Dr. H.C. Landecker Memorial Endowment				
Fund/Medical School	0.01	900	1200	300
Geology Minority Program	0.06	400	0	-400
Graduate Dean's Fellowship Program	0.4	72000	72000	0
Head Start	31.2	1464300	1697100	232800
Health Science Enrichment Program/Medical School	0	0	117600	117600
IL Consortium for Educational Opportunity Program	1.9	92000	100000	8000
IL Minority Graduate Incentive Program	1.1	575000	600000	25000
Kathryn Terry Medical Student Scholarship Fund/Medical School				
Medical/Dental Preparatory/Medical School	0.02	800	21250	20450
Minority Participation Scholarships	10.1	414200	460000	45800
	0.08	150000	150000	0



Table 3

**DOLLARS AND STAFF BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF  
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1994 AND 1995**

	Staff Years Budgeted	Dollars Budgeted** FY94	FY95	Change in Dollars Budgeted
<b>Southern Illinois University at Carbondale</b>				
Multicultural Programs and Services	2.14	98700	98300	-400
Night Transit	0.7	40600	31800	8800
Office of Exec. Asst. to the President	2.25	380600	385300	4700
Prematriculation Program/Medical School	0.25	86000	86000	0
Program to Prepare Minority Personnel for LD/EMH Minority Children & Youth	1.2	14100	37300	23200
Project Achieve	12	527000	557000	30000
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	2	40000	130000	90000
Scholarship Program for Academically Superior Minority Students/Medical School	0.25	80200	87300	7100
School of Law Minority Fellowships	0.02	54000	54000	0
School of Law Tutorial Program	0.56	8500	8500	0
Special Populations/Disabled Student Recreation Program	2.06	80400	78200	-2200
Student National Medical Association/Medical School	0.25	15500	11400	-4000
University Woman's Professional Advancement	2.75	56300	62800	6,500
Wheel Chair Repair Service	0.75	22000	22000	0
Women's Services	1.58	41500	45000	3500
Women's Studies	1	72800	78000	5200

## **Attachment D**

### **Definitions for Annual Report on Underrepresented Groups in Higher Education**

**Staff Year** - A Staff year is defined as a 12-month contract providing for at least one month of vacation.

**White (not of Hispanic origin)** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Black, (not of Hispanic origin)** - A person having origins in any of the Black racial groups of Africa.

**Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South America or other Spanish culture or origin regardless of race.

**Asian or Pacific Islander** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

**American Indian or Alaskan Native** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

**Disabled Students** - See Attachment E.

Attachment E

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(9)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year proceeding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1995 Undergraduate Enrollment of Students with Disabilities\* 309

FY1995 Graduate/Professional Enrollment of Students with Disabilities 104

The above count enrollment is : (please check)

- a) estimate of the number of disabled students at the institution \_\_\_\_\_
- b) count of the number of students receiving services at the institution   x   \*\*

\*For community colleges, the count submitted on this form should match the count submitted on the college's A1 record.

\*\*This number (413) does not include the 330 students with temporary disabilities whom we served during FY95. It also does not include the number of students with learning disabilities who received services through the Achieve Program or the students with disabilities who did not self-identify.

**Attachment F**  
**FORMAL REVIEW OF**  
**UNIVERSITY WOMEN'S PROFESSIONAL ADVANCEMENT**

In the past year the University Women's Professional Advancement Program (UWPA) was reviewed. A summary of the internal team's report follows:

**1. How effective is UWPA in identifying and serving its student or staff clientele?**

UWPA has an Advisory Board which includes representatives from the three groups of women served by the organization: faculty, staff, and civil service. The purpose of this board is to make sure that all of the groups of women are served by UWPA's programs. Some of UWPA's programs focus on the three groups separately so that their individual needs are addressed. Faculty women can be involved in a mentoring program and apply for chair internships. Civil Service women can join small networking groups. A strength of UWPA's organization is that it focuses on the three groups individually so that their separate needs are met. If they tried to meet just general needs, the focus would be gone.

Some of UWPA's programs do serve all SIUC women. All faculty, staff, and civil service women can participate in the administrative internships, poster sessions, apply for small research grants, and be nominated for the Women of Distinction Awards.

To advance in an academic setting, women need to learn how to network and to have mentors. Two recent groups sponsored by UWPA encourage both networking and mentoring. The Civil Service Connections are networking groups where a small number of Civil Service women can share ideas and develop professional bonds. The faculty mentoring program matches newer women faculty with experienced women faculty. Based on the large number (24) of women who applied for the program during the 1995-96 academic year, the mentoring program has been successful.

**2. How successful has UWPA been in improving student or staff participation and achievement?**

The program has been relatively successful in involving a broad section of the faculty and staff in programs sponsored by the office. Major program components included the Administrative Internship Program, Women of Distinction, Mentoring, Civil Service Connections, Chair Interns, Poster Session, and Research Grants.



Additional activities include an expanded Partner Placement Director; established databases for women's statistical information in order to track progress in hiring and retaining women; updated and distributed the Women's Resource Directory; and collected data on Gender Advancement at all Illinois public universities. The data gathered indicated that Illinois public universities are similar to the bleak national statistics regarding the percentage of women in upper faculty and administrative positions. A positive note from this study revealed that in 1993-94, SIUC was the only four-year public institution with a formalized program addressing the advancement of women. The newest program, started in 1994-95, involved informal lunches with all female associate professors to try to help them in any way possible. There were four lunch meetings; sixty-four were invited and thirty-nine attended.

Another major activity that has been successful through the years are the numbers of workshops offered on topics ranging from computers to writing grant proposals to how to write for publication. A major strength of UWPA has been the working relationships they have established through the years with other organizations on campus -- AAUW, Women's Studies, Women's Services, Assembly of Black/African American Women, Civil Service Council, A/P Council, Sexual Harassment Advisory Committee, Female Faculty Senators.

The success of the Administrative Intern Program is easy to evaluate. In the last seven years, fourteen women have participated and six of them have advanced in salary, responsibilities, and/or title since their internship. This is a forty-three percent success rate! A letter from a recent intern written in 1995 says, "Just a brief note to let you know that I believe my 1993-94 UWPA administrative internship was instrumental in assisting me in acquiring the position of ... at SIUC. I am an advocate for this invaluable program and hope that continued funding will be available to assist other women...to move into higher levels of administration." One woman intern decided that she did not want an administrative position -- an important discovery for her.

### **3. How effective is UWPA in its use of resources?**

UWPA has been careful to make efficient and effective use of its limited resources. This has been accomplished by solicitation and use of outside resources (e.g., the President's Office has supported the intern program), joint sponsorship of programs with other departments (e.g., Women's Studies), programs that use a network as well as an hierarchy (e.g., the peer counseling of Civil Service Connections and the Mentoring Program), keeping "resource intensive" programs necessarily small (e.g., the Intern Program), and supporting a mix of programs that require varying monetary support (e.g., the Intern Program), and supporting a mix of programs that require varying monetary

### **SIUC Campus-Wide Data Tables**

Tables 1, 1A	Number and Percentage of Total Enrollment by Level, by Race (1) and Selected Groups, by Level, by Gender within Race (1A), 1991, 1993 and 1994
Table 1.1	Number and Percentage of Total Enrollment by Level, by Disability Status and Gender, 1991, 1993 and 1994
Table 1.2	Number and Percentage of On-Campus Entering Freshmen Enrollment, by Race, 1991, 1993 and 1994
Tables 2, 2A	Percentage of Undergraduate Students in Academic Good Standing by Race, Gender and Disability Status (2) and Selected Groups by Gender within Race (2A). 1989 - 1994
Tables 3, 3A	Number and Mean Grade Point Average by Student Level, by Race, Gender, and Disability Status (3) and Selected Groups by Gender within Race (3A), 1991, 1993 and 1994
Table 4	Number and Percentage of First-Time Freshmen Graduated After Four Years by Gender within Race, Entering Classes 1985 - 1990
Table 5	Number and Percentage of First-Time Freshmen Graduated After Five Years by Gender within Race, Entering Classes 1984 - 1989
Table 6	Number and Percentage of First-Time Freshmen Graduated After Six Years by Gender within Race, Entering Classes 1984 - 1988
Table 6A	Percentage of First-Time Transfers Graduated After Three, Four and Five Years by Race, Transfer Classes 1988 - 1991
Table 7	Number and Percentage of First-Time Freshmen Still Enrolled Second Year by Gender within Race, Entering Classes 1987 - 1992
Table 8	Number and Percentage of First-Time Freshmen Still Enrolled Third Year by Gender within Race, Entering Classes 1986 - 1991
Table 9	Number and Percentage of Hires by Race, Year, and Classification
Tables 10, 10A	Number and Percentage of Employees by Race and Gender (10) and Selected Groups by Gender within Race (10A), 1991, 1993 and 1994
Table 11	Number and Percentage of Faculty by Race, Year, and Classification

Table 12	Number and Percentage of Administrative/Professional Staff by Race and Gender, 1991, 1993 and 1994
Table 13	Number and Percentage of Civil Service Staff by Race and Gender, 1991, 1993 and 1994
Table 14	Number and Percentage of Hires by Gender, Year, and Classification
Table 15	Number and Percentage of Faculty Hires by Gender, Year, and Classification, 1991, 1993 and 1994
Table 16	Number and Percentage of Employees by Gender, Year, and Classification, 1991, 1993 and 1994
Table 17	Number and Percentage of Faculty by Gender, Year, and Classification, 1991, 1993 and 1994



Table 1  
NUMBER AND PERCENTAGE OF ENROLLMENT BY STUDENT LEVEL, BY RACE, 1991, 1993 AND 1994

	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Unknown	Grand Total
<b>Undergraduate</b>									
1991	2,198	313	414	76	3,001	15,678	1,325	481	20,485
%	10.73%	1.53%	2.02%	0.37%	14.65%	76.53%	6.47%	2.35%	100%
1993	2,277	312	428	81	3,098	14,404	1,467	433	19,402
%	11.74%	1.61%	2.21%	0.42%	15.97%	74.24%	7.56%	2.23%	100%
1994	2,204	320	449	89	3,062	13,917	1,297	436	18,712
%	11.78%	1.71%	2.40%	0.48%	16.36%	74.37%	6.93%	2.33%	100%
<b>Graduate</b>									
1991	193	51	33	14	291	2,671	750	19	3,731
%	5.17%	1.37%	0.88%	0.38%	7.80%	71.59%	20.10%	0.51%	100%
1993	186	54	45	7	292	2,739	721	43	3,795
%	4.90%	1.42%	1.19%	0.18%	7.69%	72.17%	19.00%	1.13%	100%
1994	221	70	43	9	343	2,655	681	82	3,761
%	5.88%	1.86%	1.14%	0.24%	9.12%	70.59%	18.11%	2.18%	100%
<b>Professional</b>									
1991	86	30	22	2	140	501	3	9	653
%	13.17%	4.59%	3.36%	0.31%	21.44%	76.72%	0.46%	1.38%	100%
1993	88	27	18	0	133	535	5	11	684
%	12.87%	3.95%	2.63%	0.00%	19.44%	78.22%	0.73%	1.61%	100%
1994	99	28	23	3	153	507	7	22	689
%	14.37%	4.06%	3.34%	0.44%	22.21%	73.58%	1.02%	3.19%	100%
<b>Total</b>									
1991	2,477	394	469	92	3,432	18,850	2,078	509	24,869
%	9.96%	1.58%	1.89%	0.37%	13.80%	75.80%	8.36%	2.05%	100%
1993	2,551	393	491	88	3,523	17,678	2,193	487	23,881
%	10.68%	1.65%	2.06%	0.37%	14.75%	74.03%	9.18%	2.04%	100%
1994	2,524	418	515	101	3,558	17,079	1,985	540	23,162



Table 1A  
NUMBER AND PERCENTAGE OF ENROLLMENT OF SELECTED GROUPS BY STUDENT LEVEL, 1991, 1993 AND 1994

	African-American			Hispanic-American			White		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Undergraduate</b>									
1991	1,125	1,073	2,198	279	135	414	9,671	6,007	15,678
%	5.49%	5.24%	10.73%	1.36%	0.66%	2.02%	47.21%	29.32%	76.53%
1993	1,148	1,129	2,277	269	159	428	8,826	5,578	14,404
%	5.92%	5.82%	11.74%	1.39%	0.82%	2.21%	45.49%	28.75%	74.24%
1994	1,072	1,132	2,204	296	153	449	8,436	5,481	13,917
%	5.73%	6.05%	11.78%	1.58%	0.82%	2.40%	45.08%	29.29%	74.37%
<b>Graduate</b>									
1991	78	115	193	19	14	33	1,252	1,419	2,671
%	2.09%	3.08%	5.17%	0.51%	0.37%	0.88%	33.56%	38.03%	71.59%
1993	78	108	186	18	27	45	1,259	1,480	2,739
%	2.06%	2.85%	4.90%	0.47%	0.71%	1.19%	33.18%	39.00%	72.17%
1994	96	125	221	18	25	43	1,229	1,426	2,655
%	2.55%	3.32%	5.88%	0.48%	0.66%	1.14%	32.68%	37.92%	70.59%
<b>Professional</b>									
1991	31	55	86	11	11	22	309	192	501
%	4.75%	8.42%	13.17%	1.68%	1.68%	3.36%	47.32%	29.40%	76.72%
1993	25	63	88	11	7	18	317	218	535
%	3.65%	9.21%	12.87%	1.61%	1.02%	2.63%	46.35%	31.87%	78.22%
1994	27	72	99	14	9	23	304	203	507
%	3.92%	10.45%	14.37%	2.03%	1.31%	3.34%	44.12%	29.46%	73.58%
<b>Total</b>									
1991	1,234	1,243	2,477	309	160	469	11,232	7,618	18,850
%	4.96%	5.00%	9.96%	1.24%	0.64%	1.89%	45.16%	30.63%	75.80%
1993	1,251	1,300	2,551	298	193	491	10,402	7,276	17,678
%	5.24%	5.44%	10.68%	1.25%	0.81%	2.06%	43.56%	30.47%	74.03%
1994	1,195	1,329	2,524	328	187	515	9,969	7,110	17,079

Table 1.1  
NUMBER AND PERCENTAGE OF ENROLLMENT BY STUDENT LEVEL, BY DISABILITY STATUS AND GENDER, 1991, 1993 AND 1994

	Disabled Men	Disabled Women	Total Disabled	Men	Women	Grand Total
<b>Undergraduate</b>						
1991	252	145	397	12,502	7,983	20,485
%	1.20%	0.69%	1.89%	61.03%	38.97%	100%
1993	338	217	555	11,641	7,761	19,402
%	1.70%	1.09%	2.79%	60.00%	40.00%	100%
1994	354	226	580	11,122	7,590	18,712
%	1.86%	1.19%	3.04%	59.44%	40.56%	100%
<b>Graduate</b>						
1991	47	42	89	1,893	1,838	3,731
%	1.15%	1.02%	2.17%	50.74%	49.26%	100%
1993	57	49	106	1,884	1,911	3,795
%	1.43%	1.23%	2.66%	49.64%	50.36%	100%
1994	38	56	94	1,868	1,893	3,761
%	0.96%	1.42%	2.38%	49.67%	50.33%	100%
<b>Professional</b>						
1991	4	0	4	374	279	653
%	0.68%	0.00%	0.68%	57.27%	42.73%	100%
1993	7	4	11	374	310	684
%	1.12%	0.64%	1.76%	54.68%	45.32%	100%
1994	10	6	16	376	313	689
%	1.58%	0.95%	2.54%	54.57%	45.43%	100%
<b>Total</b>						
1991	303	187	490	14,769	10,100	24,869
%	1.18%	0.73%	1.91%	59.39%	40.61%	100%
1993	402	270	672	13,899	9,982	23,881
%	1.64%	1.10%	2.74%	58.20%	41.80%	100%
1994	402	288	690	13,366	9,796	23,162
%	1.70%	1.22%	2.92%	57.71%	42.29%	100%

\*Disabled student information attained from end-of-semester enrollment data. All other information attained from official week three enrollment.

Table 1.2

**NUMBER AND PERCENTAGE OF  
ON-CAMPUS ENTERING FRESHMEN ENROLLMENT  
BY RACE, 1991, 1993 AND 1994**

On-Campus Entering Freshmen		African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Unknown	Grand Total
1991		408	33	55	4	500	1,676	71	25	2,272
%		17.96%	1.45%	2.42%	0.18%	22.01%	73.77%	3.13%	1.10%	100%
1993		397	22	50	9	478	1,606	46	23	2,153
%		18.44%	1.02%	2.32%	0.42%	22.20%	74.59%	2.14%	1.07%	100%
1994		402	39	61	11	513	1,712	37	38	2,300
%		17.48%	1.70%	2.65%	0.48%	22.30%	74.43%	1.61%	1.65%	100%

\* Attained from official week three enrollment data



Table 2

**PERCENTAGE OF UNDERGRADUATE STUDENTS IN  
ACADEMIC GOOD STANDING  
BY RACE, GENDER, AND DISABILITY STATUS, 1989-1994**

	Race						Gender		Disability	
	African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women
1989	70%	87%	83%	95%	89%	87%	84%	87%	76%	78%
1990	67%	84%	82%	85%	93%	87%	84%	86%	80%	81%
1991	65%	87%	83%	78%	94%	86%	83%	86%	70%	79%
1992	72%	85%	82%	79%	94%	87%	85%	87%	74%	87%
1993	73%	86%	87%	87%	92%	87%	84%	89%	75%	90%
1994	74%	89%	84%	88%	93%	87%	84%	88%	75%	86%

\* Attained from end-of-the-semester data



Table 2A

**PERCENTAGE OF UNDERGRADUATE STUDENTS IN  
ACADEMIC GOOD STANDING  
BY GENDER WITHIN RACE, 1989-1994**

	African-American			Hispanic-American			White			Total Undergraduates		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1989	71%	69%	70%	85%	77%	83%	65%	89%	87%	84%	87%	80%
1990	67%	66%	67%	82%	79%	82%	65%	89%	87%	84%	86%	79%
1991	66%	65%	65%	84%	81%	83%	84%	89%	86%	83%	86%	77%
1992	70%	74%	72%	81%	84%	82%	86%	89%	87%	85%	87%	86%
1993	71%	76%	73%	85%	89%	87%	85%	90%	87%	84%	86%	80%
1994	71%	77%	74%	84%	83%	84%	85%	90%	87%	84%	88%	86%

\* Attained from end-of-the-semester data

Table 3

**NUMBER AND MEAN GRADE POINT AVERAGE BY STUDENT LEVEL,  
BY RACE, GENDER, AND DISABILITY STATUS, 1991, 1993 AND 1994**

	Race						Gender		Disability	
	African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women
<b>Undergraduate</b>										
1991	2,348	331	454	76	1,346	16,525	12,914	8,166	252	145
GPA	2.23	2.72	2.66	2.55	2.95	2.74	2.66	2.75	2.38	2.62
1993	2,397	327	467	90	1,473	14,658	11,960	7,904	338	217
GPA	2.36	2.75	2.81	2.76	2.88	2.78	2.69	2.81	2.39	2.68
1994	2,301	334	473	88	1,300	14,113	11,371	7,699	354	226
GPA	2.38	2.82	2.73	2.75	2.87	2.76	2.68	2.79	2.37	2.68
<b>Graduate</b>										
1991	202	54	35	15	764	3,033	2,000	2,103	47	42
GPA	3.48	3.43	3.66	3.54	3.60	3.73	3.63	3.73	3.61	3.53
1993	207	64	44	9	733	2,893	1,964	2,030	57	49
GPA	3.34	3.68	3.64	3.71	3.60	3.70	3.60	3.71	3.62	3.68
1994	229	74	43	11	691	2,830	1,915	2,039	38	56
GPA	3.34	3.57	3.51	3.92	3.58	3.70	3.59	3.71	3.55	3.60

\* Attained from end-of-the-semester data

\*\* Based on a 4.00 grading scale



Table 3A  
NUMBER AND MEAN GRADE POINT AVERAGE BY STUDENT LEVEL,  
BY GENDER WITHIN RACE, 1991, 1993 AND 1994

	African-American			Hispanic-American			White			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Undergraduate</b>												
1991	1,203	1,145	2,348	307	147	454	10,291	6,234	16,525	12,914	8,166	21,080
GPA	2.27	2.18	2.23	2.70	2.58	2.66	2.69	2.83	2.74	2.66	2.75	2.47
1993	1,217	1,180	2,397	301	166	467	9,010	5,648	14,658	11,960	7,904	19,864
GPA	2.33	2.38	2.36	2.81	2.82	2.81	2.72	2.87	2.78	2.69	2.81	2.74
1994	1,121	1,180	2,301	317	156	473	8,586	5,527	14,113	11,371	7,699	19,070
GPA	2.34	2.42	2.38	2.74	2.71	2.73	2.71	2.84	2.76	2.68	2.79	2.73
<b>Graduate</b>												
1991	79	123	202	19	16	35	1,354	1,679	3,033	2,000	2,103	4,103
GPA	3.37	3.55	3.48	3.55	3.78	3.66	3.67	3.77	3.73	3.63	3.73	3.31
1993	87	120	207	18	26	44	1,318	1,575	2,893	1,964	2,030	3,994
GPA	3.22	3.43	3.34	3.63	3.65	3.64	3.63	3.75	3.70	3.60	3.71	3.66
1994	101	128	229	18	25	43	1,267	1,563	2,830	1,915	2,039	3,954
GPA	3.28	3.38	3.34	3.56	3.48	3.51	3.65	3.75	3.70	3.59	3.71	3.65

\* Attained from end-of-the-semester data

\*\* Based on a 4.00 grading scale

Table 4

# NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN GRADUATED AFTER FOUR YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1985-1990

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1985	2	13	15	0	3	3	130	190	320	149	221	370
%	2%	9%	6%	0%	20%	8%	13%	24%	18%	12%	22%	17%
1986	2	5	7	2	7	9	170	201	371	185	226	411
%	2%	3%	3%	8%	41%	21%	14%	23%	18%	13%	21%	16%
1987	3	13	16	3	5	8	184	233	417	198	258	456
%	2%	7%	5%	10%	19%	14%	13%	23%	18%	12%	21%	16%
1988	5	17	22	0	2	2	182	247	429	195	273	468
%	4%	10%	7%	0%	8%	3%	13%	23%	17%	12%	21%	16%
1989	1	15	16	1	1	2	166	194	360	180	219	399
%	1%	8%	5%	5%	6%	6%	14%	23%	18%	13%	20%	16%
1990	6	12	18	4	5	9	126	143	269	150	170	320
%	4%	6%	5%	15%	23%	19%	13%	20%	16%	12%	17%	14%

\* Attained from end-of-semester fall accumulated data



Table 5

# NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN GRADUATED AFTER FIVE YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1984-1989

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1984 %	17 9%	35 19%	52 14%	6 29%	3 43%	9 32%	359 33%	292 41%	651 36%	407 30%	339 36%	746 33%
1985 %	15 14%	35 24%	50 20%	4 17%	5 33%	9 24%	317 32%	346 44%	663 37%	367 30%	405 41%	772 35%
1986 %	12 10%	25 17%	37 14%	7 27%	8 47%	15 35%	406 34%	373 42%	779 38%	446 32%	427 39%	873 35%
1987 %	20 12%	33 18%	53 15%	9 30%	8 30%	17 30%	438 32%	460 46%	898 38%	491 30%	511 41%	1,002 35%
1988 %	16 13%	50 28%	66 22%	5 13%	7 28%	12 19%	479 34%	471 44%	950 38%	524 32%	538 42%	1,062 36%
1989 %	13 10%	41 23%	54 18%	2 11%	4 25%	6 17%	386 33%	393 46%	779 38%	422 30%	458 42%	880 35%

\* Attained from end-of-semester fall accumulated data

Table 6  
**NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN  
 GRADUATED AFTER SIX YEARS  
 BY GENDER WITHIN RACE, ENTERING CLASSES 1984-1988**

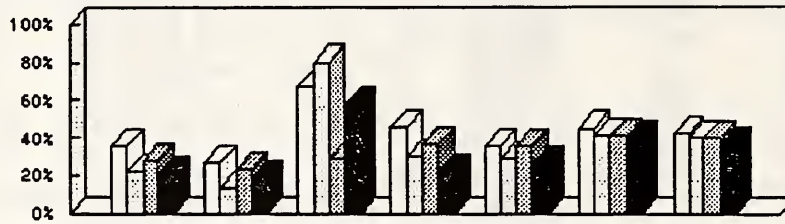
	African-American				Hispanic-American				White				Total Freshmen			
	Men	Women	Total		Men	Women	Total		Men	Women	Total		Men	Women	Total	
1984	27	54	81		7	5	12		436	324	760		502	395	897	
%	15%	29%	22%		33%	71%	43%		40%	46%	42%		37%	43%	39%	
1985	22	44	66		6	8	14		411	391	802		473	466	939	
%	20%	30%	26%		26%	53%	37%		41%	49%	45%		39%	47%	43%	
1986	18	42	60		9	9	18		493	424	917		547	498	1,045	
%	14%	29%	22%		35%	53%	42%		41%	48%	44%		39%	46%	42%	
1987	40	48	88		11	10	21		543	508	1,051		621	577	1,198	
%	25%	26%	25%		37%	37%	37%		40%	51%	44%		38%	47%	42%	
1988	20	67	87		8	7	15		595	530	1,125		649	616	1,265	
%	16%	38%	29%		21%	28%	24%		42%	50%	45%		39%	48%	43%	

26 52 78 9 18 544 487 1031 606 564 N= 1169  
 19 \* Attained from end-of-semester fall accumulated data

\* Discrepancy of African-American and Hispanic graduates to Other groups. 70 47 39 31 39 31 41 50 44 39 47 47

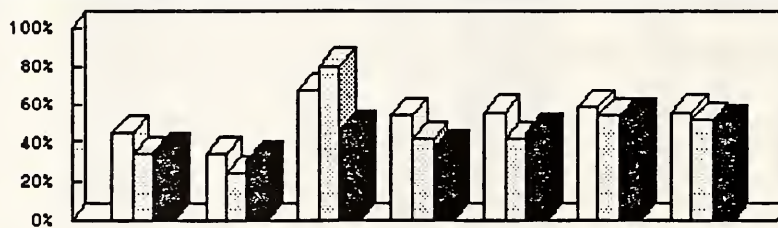
Table 6A

**Percentage of Transfer Students  
Graduated by Year 3, Cohorts of Fall 1988-1991**



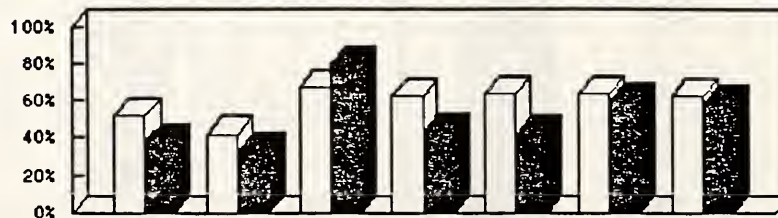
	Tot Mn.	Black	Nat Am.	Asian	Hispanic	White	Tot Al
1988	36%	27%	67%	46%	36%	45%	43%
1989	23%	14%	80%	30%	29%	42%	40%
1990	28%	24%	29%	37%	36%	42%	40%
1991	22%	19%	58%	23%	27%	40%	37%

**Percentage of Transfer Students  
Graduated by Year 4, Cohorts of Fall 1988-1990**



	Tot Mn.	Black	Nat Am.	Asian	Hispanic	White	Tot Al
1988	45%	34%	67%	54%	56%	58%	56%
1989	34%	24%	80%	42%	42%	54%	52%
1990	36%	31%	47%	37%	46%	54%	51%

**Percentage of Transfer Students  
Graduated by Year 5, Cohorts of Fall 1988-1989**



	Tot Mn.	Black	Nat Am.	Asian	Hispanic	White	Tot Al
1988	52%	42%	67%	62%	64%	64%	62%
1989	39%	34%	80%	44%	42%	60%	59%



Table 7  
**NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN  
 STILL ENROLLED SECOND YEAR  
 BY GENDER WITHIN RACE, ENTERING CLASSES 1987-1992**

	African-American				Hispanic-American				White				Total Freshmen			
	Men	Women	Total		Men	Women	Total		Men	Women	Total		Men	Women	Total	
1987	115	127	242		20	19	39		965	793	1,758		1,140	959	2,099	
%	71%	69%	70%		67%	70%	68%		70%	80%	74%		70%	78%	73%	
1988	78	128	206		27	17	44		1,008	818	1,826		1,164	986	2,150	
%	63%	72%	68%		71%	68%	70%		71%	77%	74%		70%	77%	73%	
1989	86	130	216		14	11	25		828	671	1,499		982	841	1,823	
%	68%	72%	70%		74%	69%	71%		70%	78%	73%		69%	76%	72%	
1990	98	134	232		13	17	30		648	518	1,166		834	716	1,550	
%	62%	63%	63%		50%	77%	63%		68%	72%	70%		66%	70%	68%	
1991	92	126	218		19	14	33		590	451	1,041		764	635	1,399	
%	62%	61%	61%		68%	61%	65%		67%	75%	70%		66%	71%	68%	
1992	100	132	232		12	18	30		585	586	1,171		765	782	1,547	
%	55%	63%	59%		36%	60%	48%		62%	75%	68%		61%	72%	66%	

\* Attained from end-of-semester fall accumulated data



Table 8

# NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN STILL ENROLLED THIRD YEAR BY GENDER WITHIN RACE, ENTERING CLASSES 1986-1991

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1986	74	80	154	17	10	27	742	573	1,315	880	681	1,561
%	59%	54%	56%	65%	59%	63%	62%	65%	64%	62%	63%	63%
1987	92	102	194	16	16	32	793	673	1,466	934	803	1,737
%	57%	55%	56%	53%	59%	56%	58%	68%	62%	57%	65%	61%
1988	55	97	152	21	13	34	832	669	1,501	950	795	1,745
%	44%	55%	50%	55%	52%	54%	59%	63%	61%	57%	62%	59%
1989	69	94	163	11	8	19	663	545	1,208	784	671	1,455
%	54%	52%	53%	58%	50%	54%	56%	63%	59%	55%	61%	58%
1990	72	89	161	9	13	22	517	409	926	661	549	1,210
%	46%	42%	43%	35%	59%	46%	54%	57%	56%	53%	54%	53%
1991	56	85	141	13	7	20	426	360	786	543	482	1,025
%	38%	41%	40%	46%	30%	39%	48%	60%	53%	47%	54%	50%

\* Attained from end-of-semester fall accumulated data

Table 9

# NUMBER AND PERCENTAGE OF HIRES BY RACE, YEAR, AND CLASSIFICATION

	African-American				Asian-American				Hispanic-American				Native American				White				Total Hires			
	1991	1993	1994		1991	1993	1994		1991	1993	1994		1991	1993	1994		1991	1993	1994		1991	1993	1994	
Tenure Track %	5	0	7			5	7		3	3	4		0	0	0		67	28	46		80	38	64	
	6.3%	0.0%	10.9%		6.3%	18.4%	10.9%		3.8%	7.9%	6.3%		0.0%	0.0%	0.0%		83.8%	73.7%	71.9%					
Other Faculty %	9	8	14		13	19	12		0	1	3		0	0	0		136	148	188		158	176	217	
	5.7%	4.5%	6.5%		8.2%	10.8%	5.5%		0.0%	0.6%	1.4%		0.0%	0.0%	0.0%		86.1%	84.1%	86.6%					
Professional Non-Faculty %	6	11	9		21	8	16		2	0	5		2	0	2		115	122	100		146	141	132	
	4.1%	7.8%	6.8%		14.4%	5.7%	12.1%		1.4%	0.0%	3.8%		1.4%	0.0%	1.5%		78.8%	86.5%	75.8%					
Executive/Admin./Managerial %	1	0	1		1	2	1		0	0	0		0	0	0		22	27	27		24	29	29	
	4.2%	0.0%	3.4%		4.2%	6.9%	3.4%		0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		91.7%	93.1%	93.1%					
Civil Service %	24	14	27		7	1	10		0	2	9		0	0	2		273	280	383		306	297	431	
	7.8%	4.7%	6.3%		2.3%	0.3%	2.3%		0.0%	0.7%	2.1%		0.7%	0.0%	0.5%		89.2%	94.3%	88.9%					
Total %	45	33	58		47	37	46		5	6	21		4	0	4		613	605	744		714	681	873	
	6.3%	4.8%	6.6%		6.6%	5.4%	5.3%		0.7%	0.9%	2.4%		0.6%	0.0%	0.5%		85.9%	88.8%	85.2%					

Table 10

# NUMBER AND PERCENTAGE OF EMPLOYEES BY RACE AND GENDER, 1991, 1993 AND 1994

	Race							Gender		Total
	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Men	Women	
1991 %	279 6.1%	142 3.1%	31 0.7%	7 0.2%	459 10.0%	4,151 90.0%	**N/A **N/A	2,252 48.9%	2,358 51.1%	4,610
	267 5.9%	122 2.7%	36 0.8%	11 0.2%	436 9.6%	4,059 89.6%	34 0.8%	2,169 47.9%	2,360 52.1%	
1993 %	269 5.8%	125 2.7%	41 0.9%	14 0.3%	449 9.7%	4,137 89.4%	40 0.9%	2,194 47.4%	2,432 52.6%	4,626

\* Taken from Fall 1991, 1993 &amp; 1994 EEO-6 Reports

\*\* Non-Resident Alien category did not exist prior to 1993



Table 10A

# NUMBER AND PERCENTAGE OF SELECTED GROUPS OF EMPLOYEES BY GENDER WITHIN RACE, 1991, 1993 AND 1994

	African-American			Hispanic-American			White		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1991	103	176	279	15	16	31	2,040	2,111	4,151
%	2.2%	3.8%	6.1%	0.3%	0.3%	0.7%	44.3%	45.8%	90.0%
1993	90	177	267	18	18	36	1,950	2,109	4,059
%	2.0%	3.9%	5.9%	0.4%	0.4%	0.8%	43.1%	46.6%	89.6%
1994	92	177	269	21	20	41	1,961	2,176	4,137
%	2.0%	3.8%	5.8%	0.5%	0.4%	0.9%	42.4%	47.0%	89.4%

\*Taken from Fall 1991, 1993 & 1994 EEO-6 Reports



Table 11

# NUMBER AND PERCENTAGE OF FACULTY BY RACE, YEAR, AND CLASSIFICATION

	African-American				Asian-American				Hispanic-American				Native American				Total Minorities				Total Faculty			
	1991	1993	1994		1991	1993	1994		1991	1993	1994		1991	1993	1994		1991	1993	1994		1991	1993	1994	
Tenured %	13	13	14		46	50	50		8	7	7		0	1	1		67	71	72		679	673	676	
	1.9%	1.9%	2.1%		6.8%	7.4%	7.4%		1.2%	1.0%	1.0%		0.0%	0.1%	0.1%		9.9%	10.6%	10.7%					
Tenure Track %	6	3	8		20	25	21		6	9	11		1	1	1		33	38	41		285	251	250	
	2.1%	1.2%	3.2%		7.0%	10.0%	8.4%		2.1%	3.6%	4.4%		0.4%	0.4%	0.4%		11.6%	15.1%	16.4%					
Other Faculty %	15	18	19		14	15	13		3	2	3		1	1	1		33	36	36		401	426	439	
	3.7%	4.2%	4.3%		3.5%	3.5%	3.0%		0.7%	0.5%	0.7%		0.2%	0.2%	0.2%		8.2%	8.5%	8.2%					
Total %	34	34	41		80	90	84		17	18	21		2	3	3		133	145	149		1,365	1,350	1,365	
	2.5%	2.5%	3.0%		5.9%	6.7%	6.2%		1.3%	1.3%	1.5%		0.2%	0.2%	0.2%		9.7%	10.7%	10.9%					

\* Taken from Fall 1991, 1993 & 1994 EEO-6 Reports

Table 12

# **NUMBER AND PERCENTAGE OF ADMINISTRATIVE/PROFESSIONAL STAFF BY RACE AND GENDER, 1991, 1993 AND 1994**

Race										Gender		Total
	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Men	Women			
1991	42	34	5	1	82	664	**N/A	426	320		746	
%	5.6%	4.6%	0.7%	0.1%	11.0%	89.0%	**N/A	57.1%	42.9%			
1993	43	18	6	1	68	651	9	406	322		728	
%	5.9%	2.5%	0.8%	0.1%	9.3%	89.4%	1.2%	55.8%	44.2%			
1994	43	24	5	4	76	661	7	412	332		744	
%	5.8%	3.2%	0.7%	0.5%	10.2%	88.8%	0.9%	55.4%	44.6%			

\* Taken from Fall 1991, 1993 & 1994 EEO-6 Reports

\*\* Non-Resident Alien category did not exist prior to 1993

Table 13

# **NUMBER AND PERCENTAGE OF CIVIL SERVICE STAFF BY RACE AND GENDER, 1991, 1993 AND 1994**

	Race							Gender		Total
	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Men	Women	
1991	203	28	9	4	244	2,255	**N/A	874	1,625	2,499
%	8.1%	1.1%	0.4%	0.2%	9.8%	90.2%	**N/A	35.0%	65.0%	
1993	190	14	12	7	223	2,218	10	850	1,601	2,451
%	7.8%	0.6%	0.5%	0.3%	9.1%	90.5%	0.4%	34.7%	65.3%	
1994	185	17	15	7	224	2,282	11	878	1,639	2,517
%	7.4%	0.7%	0.6%	0.3%	8.9%	90.7%	0.4%	34.9%	65.1%	

\* Taken from Fall 1991, 1993 & 1994 EEO-6 Reports

\*\* Non-Resident Alien category did not exist prior to 1993



Table 14

# NUMBER AND PERCENTAGE OF HIRES BY GENDER, YEAR, AND CLASSIFICATION

	Men				Women			
	1991	1993	1994	1991	1993	1994	1994	1994
Faculty	126	109	143	112	105	138		
%	52.9%	50.9%	50.9%	47.1%	49.1%	49.1%		
Professional Non-Faculty	61	68	71	85	73	61		
%	41.8%	48.2%	53.8%	58.2%	51.8%	46.2%		
Executive/Administrative/Managerial	17	26	22	7	3	7		
%	70.8%	89.7%	75.9%	29.2%	10.3%	24.1%		
Civil Service	63	83	163	243	214	268		
%	20.6%	27.9%	37.8%	79.4%	72.1%	62.2%		
Total	267	286	399	447	395	474		
%	37.4%	42.0%	45.7%	62.6%	58.0%	54.3%		



Table 15

NUMBER AND PERCENTAGE OF FACULTY HIRES BY  
GENDER, YEAR, AND CLASSIFICATION

	Men				Women			
	1991	1993	1994	1991	1993	1994	1991	1994
Tenure Track	55	30	33	25	8	31		
%	68.8%	78.9%	51.6%	31.3%	21.1%	48.4%		
Non-Tenure Track	71	79	110	87	97	107		
%	44.9%	44.9%	50.7%	55.1%	55.1%	49.3%		
Total Faculty	126	109	143	112	105	138		
%	52.9%	50.9%	50.9%	47.1%	49.1%	49.1%		

Table 16

# **NUMBER AND PERCENTAGE OF EMPLOYEES BY GENDER, YEAR, AND CLASSIFICATION**

	Men			Women		
	1991	1993	1994	1991	1993	1994
<b>Faculty</b>	952	913	904	413	437	461
%	69.7%	67.6%	66.2%	30.3%	32.4%	33.8%
<b>Administrative/ Professional</b>	426	406	412	320	322	332
%	57.1%	55.8%	55.4%	42.9%	44.2%	44.6%
<b>Civil Service</b>	874	850	878	1,625	1,601	1,639
%	35.0%	34.7%	34.9%	65.0%	65.3%	65.1%
<b>Total</b>	2,252	2,169	2,194	2,358	2,360	2,432
%	48.9%	47.9%	47.4%	51.1%	52.1%	52.6%

\* Taken from Fall 1991, 1993 & 1994 EEO-6 Reports

Table 17

# **NUMBER AND PERCENTAGE OF FACULTY BY GENDER, YEAR, AND CLASSIFICATION**

	Men			Women		
	1991	1993	1994	1991	1993	1994
<b>Tenured %</b>	571	555	544	108	118	132
	84.1%	82.5%	80.5%	15.9%	17.5%	19.5%
<b>Tenure Track %</b>	183	164	157	102	87	93
	64.2%	65.3%	62.8%	35.8%	34.7%	37.2%
<b>Other Faculty %</b>	198	194	203	203	232	236
	49.4%	45.5%	46.2%	50.6%	54.5%	53.8%
<b>Total Faculty %</b>	952	913	904	413	437	461
	69.7%	67.6%	66.2%	30.3%	32.4%	33.8%

\*Taken from Fall 1991, 1993 & 1994 EEO-6 Reports

**Southern Illinois University at Edwardsville  
Minority, Women and Disabled Students,  
Faculty and Staff  
Annual Report 1995**

## **Annual Overview**

### **Introduction**

The University remained fully committed during FY 95 to programs and initiatives that improve the recruitment, retention, and academic success of underrepresented groups. The President has continued to state her support for taking the necessary steps to insure inclusion and harmony on campus. In preparation for the year 2007, the fiftieth anniversary of SIUE, the President initiated planning sessions, called Advances, in which representatives of all constituencies participate. The first stated goal of the Advance is Human Relations, which is defined: "Create a harmonious University community characterized by integrity, cooperation, open dialogue, and mutual respect among individuals with different backgrounds, cultures, and perspectives."

The Human Relations Office reports directly to the President and addresses diversity as one of its responsibilities. The Human Relations Advisory Committee, with representation from all campus constituency groups, reports to the Director of the Human Relations Office and serves an advisory and advocacy role. In FY 95 this committee developed a comprehensive Diversity Plan for Southern Illinois University at Edwardsville which includes recommendations, accountability, and time line goals. Implementation of the recommendations has begun with the search for an Assistant Provost for Cultural Harmony.

The commitment to inclusion and diversity has also been expressed through a number of conferences and workshops on the campus. Some of the activities include: videoconferences on Retention Strategies for Campus Diversity and The Vanishing Black Man, a Diversity Conference with speakers from women's, persons with disabilities, African American and alternate lifestyles groups, a workshop on Americans with Disabilities Act compliance standards, a workshop on government contracting for minority businesses, and a vendor workshop for females and persons with disabilities.

The ADA Compliance Committee, with representation from disabled students, faculty, and staff, has played an active role in the implementation of the ADA Transition Plan for SIUE. The plan sets priorities for on-campus modifications designed to meet accessibility guidelines of the ADA.

SIUE was selected to participate in the Ford Foundation's Fifth Annual Campus Diversity Initiative Conference which is sponsored by the Association of American



Colleges and Universities. A team of three faculty members was chosen to represent the University at the Fall 95 conference in Philadelphia.

This report describes FY 95 initiatives and activities that support the participation and achievement of underrepresented groups. Also included in the report are summary tables showing enrollment, retention, and achievement of students and summary tables indicating hiring trends. Analysis of the University's progress toward meeting goals will be included in a future report.

## Minority Students

### *Goals and Objectives*

Improve the preparation of and thus the opportunity for success in academic programs of first-time, first-year minority students.

Improve the preparation of and thus the opportunity for success in academic programs of transferring minority students.

Increase the participation of minority students in academic programs where they are presently underrepresented.

Improve the recruitment, retention and completion rates of minority students in academic programs.

### *Initiatives*

- The American Indian interest group on campus, TRIBE, cosponsored the appearance of activist, Grace Thorpe, daughter of legendary Olympian Jim Thorpe, who spoke on environmental issues. Her appearance was part of campus activities honoring Native Americans.
- The editor of Ms. magazine was the featured speaker at the 13th annual celebration of the birthday of the late Dr. Martin Luther King, Jr. The theme of the event was "Living the Dream: Every American Can Make A Difference."
- Former congressman and mayor, Andrew Young, was a featured speaker in SIUE's Arts & Issues Series during FY 95. His appearance was attended by students, faculty, staff and local community members.
- David DuBois, son the late W.E.B. DuBois, founder of the National Association for the Advancement of Colored People (NAACP) was the keynote speaker at a

diversity conference held at SIUE and attended by faculty, staff, students, and area school children and their teachers.

- A video conference on "Beyond the Dream VII: A Celebration of Black History - The Vanishing Black Man" was held on the campus during Black History Month. Participants in the conference included students, faculty and staff.
- The Early Childhood Center at SIUE, as part of its 25th year celebration, hosted a series of Diversity Seminars. Early childhood teachers, assistants and students attended the sessions which included such topics as Planning and Implementing a Diversity Plan, Activities that Teach Diversity Awareness, and Culturally Responsive Child Care.
- The Black Student Association sponsored the author Dr. Jawanza Kunjufu, an African-American author and educator, who spoke on "Survival of the Black Race in the 21st Century." He travels to colleges, universities and schools to conduct workshops that address students, parents, teachers, community residents, and churches. The focus of his talk at SIUE was on minority retention in higher education.
- The Organization of Minority Business Students sponsored the appearance of Tony Brown, television journalist and commentator, as the guest speaker at the Sixth Annual Graduation and Awards Banquet.
- The SIUE Alumni Association and WSIE sponsored the first *Jazzeast* featuring well known jazz musicians. The Alumni Association sponsored the event to bring people to campus and to promote and inform students about the University's excellent Jazz Studies Program
- The 1995 Reading Series, now in its fifth year, sponsored three black writers who read from their works on the campus. Tess Onwueme, professor of English and Distinguished Chair of Multicultural Students at the University of Wisconsin at Eau Claire, specializes in African literature, modern European drama, and African American culture from a feminist perspective. Robert Earl Price, poet, writer director, filmmaker and activist in the black independent film movement, is the recipient of a National Endowment for the Arts Creative Writing Fellowship for his book of poems, Blues Blood. Jabari Asim, poet essayist, and dramatist, is also book editor of the St. Louis Post Dispatch and editor of Eyeball, a literary arts journal.
- The Organization of Minority Business Students provided \$500 scholarships to two deserving students. Among the criteria used for selection was "demonstrated academic excellence" which required a 3.0 grade point average on a 4.0 scale.

- SIUE was the second site in the country to offer a unique workshop in jazz improvisation and composition. The workshop, Lydian Chromatic Concept was taught by a black male lecturer in the SIUE department of music who is also a musician and composer.
- The director of the department of African and Afro-American Studies and professor of English and African and Afro-American Studies at Washington University spoke at SIUE on "Diversity in America." The event was sponsored by Friends of Lovejoy Library and was attended by faculty, students, staff and community members. A question and answer period followed his lecture.
- In recognition of Black History Month the University Museum presented an exhibit titled, " Abraham Lincoln Walker: A Retrospective Exhibition," that spanned three decades of the artist's productive period.
- Several events were scheduled on the campus to commemorate Black History Month including an African Traders Market, a reggae performance and a Spike Lee Film festival. Also presented were documentaries, a musical drama, dance concerts, panel discussions, and social activities such as dances, potluck dinners, a comedy show, and video parties.
- As part of a presentation for a Literature of the Third World course two black poets read from their works. They also were readers in a colloquia sponsored by the SIUE department of English language and literature, "Writers, Cultures, Genders and Conferences."
- Students, faculty, staff were entertained by the legendary trumpeter Maynard Ferguson and his Big Bop Nouveau Band as part of SIUE's Arts & Issues 10th Anniversary series.
- The Student Leadership Development Program (SLDP) modules contained several programs presented by minority role models. Such presenters included the assistant to President Belck and SIUC Vice President for Student Affairs, the executive director of the East St. Louis Council Community Fund, and the divisional assistant for the School Partnership Desegregation Program.
- TRIBE, the SIUE organization for students interested in American Indian cultures and issues, hosted the Fourth Annual Pow Wow.
- A Kwanzaa celebration was attended by faculty, students and their families. Area high school and SIUE students presented dance and poetry selections.



- International Week gave SIUE students an opportunity to expand their horizons. The theme of the week, entitled "International Tapestry: A Global Connection", was aimed at educating students about other cultures.
- University Housing, whose resident housing population includes 37% African American students and 34% African American staff, presented several programs on diversity. Some of these programs included: Understanding Islam, Diversity Jeopardy, Cultural Dinner, Black History Month Kick-off, Mexican Fiesta, Gospel Night and Native American Culture.

### *Progress in Meeting Goals*

#### *Enrollment Trends - Minority Students*

Black undergraduate students (1229) represented 14.7% of the total undergraduate student population during Fall 1994 compared to 15.9% in Fall 1993. Examination of the data shows enrollment figures of undergraduate Black Students decreased by 10% from Fall 1993 to Fall 1994. This compares to a 3% decrease in total student enrollment for the same period. All other ethnic groups, American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic, experienced an increase in enrollment from Fall 1993 to Fall 1994 and for the five year period Fall 1990 to Fall 1994. Black undergraduate student enrollment showed a slight increase (.6%) over the five year period.

Increases occurred in undergraduate Black student enrollment in the following schools from 1990 to 1994: Nursing (7 students, 23%), Sciences (15 students, 44%) and Social Sciences (5 students, 9%). A 21% increase also occurred in the number of undeclared/unclassified Black students.

Black graduate student enrollment decreased by 20% from Fall 1993 to Fall 1994 and represented 5% of the total graduate student population in Fall 1994. Total graduate student enrollment showed a 1% decrease from Fall 1993 to Fall 1994.

Two schools showed increases in graduate student enrollment during the period Fall 1990 to Fall 1994. The School of Sciences had an increase of one student (11%) and the School of Social Sciences increased by four students (18%).

The above data are provided in Table 1.A, Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status by Student Level and School.

#### *Academic Achievement - Minority Students*

Table 2.A, Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, shows a slight



increase in grade point averages for undergraduate Black males (.05) from Fall 1993 to Fall 1994 and a slight decrease (.01) for Black females. Grade point averages for Black students were lower than all other groups. Undergraduate Black male grade point averages increased from Fall 1993 to Fall 1994 in the following schools: Business, Education, Fine Arts and Communications, Sciences, Social Sciences and Undeclared/Unclassified. Undeclared/unclassified Black students had a grade point average under 2.0.

Black male graduate students had a decrease in grade point average of .04 from Fall 1993 to Fall 1994 and Black female graduate students grade point average decreased by .02. The lowest grade point averages among graduate students were 2.70 for Hispanic males and 3.08 for Asian/Pacific Islander males. However, the number of students in these groups is small and grade point averages can be heavily influenced by the size of the group.

According to Table 2.B, Percent of Students in Good Standing by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Terms 1990 - 1994, the percentage of undergraduate Black male students in good standing increased from 1993 to 1994. Black male undergraduate students in good standing increased from 63% in Fall 1993 to 67% in Fall 1994, while Black female undergraduate students in good standing decreased from 75% in Fall 1993 to 73% in Fall 1994. All racial/ethnic groups experienced a decline in the percentage in good standing from Fall 1990 to Fall 1994 except American Indian/Alaska Native which experienced an increase for both men and women students. The School of Business had more undergraduate Black students in good standing (over 90%) than any other school. The undeclared/unclassified category had the lowest percentage (60%) of Black undergraduate students in good standing,

#### *Graduation Trends - Minority Students*

Table 3.A , Degrees Completed by Racial/Ethnic Category, Gender and Disability Status by Student Level and School, July 1, 1989 - June 30, 1994, indicates the number of Black students awarded degrees in 1994 was 113, the same number that graduated in 1993. However, a 29% increase in degree completion by undergraduate Black students occurred from FY 1990 to FY 1994. Black female undergraduate students were awarded more degrees (76) than Black male undergraduate students (37) in FY 1994.

The number of graduate degrees awarded to Black students increased 9% from 1993 to 1994 with four additional students receiving degrees. The increase in the number of degrees awarded to graduate Black students from the period FY 1990 to FY 1994 was 25%. More degrees were awarded to Black female graduate students (31) than to Black men students (15) in FY 1994.

Black male graduate students show a decline in the percentage in good standing from 85% in Fall 1993 to 79% in Fall 1994. Black female graduate students in good standing also declined from 85% in Fall 1993 to 81% in Fall 1994.

According to Table 3.B, Students Who Entered the University as New Freshmen Graduated, Still Enrolled, or Non-Persisting by Year of Attendance, 11% of the Black males who entered as freshmen in 1988 had graduated after six years, while 12% of the Black females graduated during that time period. These data compare with 34% of all males, other than Black or Hispanic, and 43% of all females, other than Black or Hispanic, who graduated after six years.

Increasing the graduation rate of Black students is an important goal of the University. While some progress has been made over the past five years, the University's goal is to match the graduation rates of Black students with the rate for majority students. Attention to programs and activities that promote and increase retention and academic success of Black students will continue to be required.

## Women Students

### *Goals and Objectives*

Increase the participation of women students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of women students in academic programs.

### *Initiatives*

- A female student was honored with the Student Laureate Award from the Lincoln Academy of Illinois. The award was presented by Gov. Jim Edgar during the 20th Annual Student Laureate awards ceremony in the chambers of the House of Representatives in Springfield.
- The Professional Business Leadership Council Inc., an alumni group of SIUE, awarded its first scholarship to a female freshman student from East St. Louis.
- A female student majoring in education was selected as a Howard R. Swearer Student Humanitarian Award Finalist by Campus Compact: The Project for Public and Community Service. The award honors five students annually for their outstanding public service, and supports their continued efforts to address social needs.

- A black female student majoring in historical studies was selected as one of 47 outstanding students from around the U.S. to participate in the Summer 1995 Minority Leaders Fellowship Program at the Washington, D.C. Center for Internships and Academic Seminars.
- The Sexual Assault Prevention Program provided workshops and training for students and staff. The workshops included: Acquaintance/Date Rape, Assessing Risk, Crisis Intervention and Child Sexual Abuse. Training is provided to staff members working in departments with high student contact.
- The University provides an opportunity for increased representation of female students through membership in the Women for Women, a special interest student organization. The organization is designed to foster the growth and development of women students at SIUE while encouraging the participation and academic achievement of its members.
- The Student Fitness Center offers on-site child care services to those who use the recreational program. Women are the primary users of this service.
- Statistics reveal that 38% of the users of Campus Recreation's services are women.
- The Student Leadership Development Program (SLDP) sponsored 26 modules that offered opportunity for discussion with University faculty and officials and community leaders. Seventeen of the modules were presented by women on such topics as Leadership Characteristics: You Are a Leader, Goal Setting and Delegating Effectively, Community Service: Opportunities and Responsibilities, Effective Communication, Group Process, Assess Your Service and Leadership Styles, Developing Self-Esteem, Human Relations, and Professional Etiquette.

### *Progress in Meeting Goals*

#### *Enrollment Trends -- Women Students*

Table 1.A shows that female students comprised 56.1% of the total student population at SIUE in Fall 1994. Undergraduate enrollment for women students was 56.2% of the total undergraduate population and women graduate students represented 55.9% of the total graduate student population. These percentages have remained relatively stable over the past five years. The number of female undergraduate students at SIUE decreased by 115 (2.4%) in FY 1994. Female graduate students increased by 32 (2.2%) from Fall 1993 to Fall 1994.

Black female students comprised 8.2% of the total student population at SIUE in Fall 1994. Undergraduate enrollment for black female students was 9.8% of the total



undergraduate population and black female graduate students represented 3.3% of the total graduate student population.

### *Academic Achievement -- Women Students*

According to Table 2.A, grade point averages for women continue to be higher than for men. Overall, women had a higher grade point average than men at both the undergraduate and graduate level the past five years.

Undergraduate women had a higher grade point average than men in every school except Social Sciences (women - 2.80 and men - 2.81). The Schools of Education (3.10), Fine Arts and Communications (3.10), Humanities (3.12), and Nursing (3.16) reported the highest grade point averages for undergraduate women. Undergraduate women with undeclared majors continue to have the lowest grade point averages (2.43) among all women. This has been the case for the last five years.

At the graduate level, grade point averages for women surpassed those of men students in the following schools: Business, Education, Engineering, Sciences, Social Sciences, and Undeclared/Unclassified. The lowest grade point averages were in Business (3.34), and Fine Arts and Communications (3.49). The highest grade point average was in the School of Education (3.87).

Table 2.B shows that 86% of the undergraduate women were in good standing in 1994, down from 87% in 1993. In 1994, women were equal to, or surpassed men in every school except Fine Arts and Communications and Sciences, both of which had a higher percentage of men in good standing.

In 1994, 96% of the women graduate students were in good standing, unchanged from 1993. The percentage of women graduate students in good standing was 5% higher than the percentage of men. Women graduate students had a higher percentage in good standing than men in several areas: Education, Engineering, Humanities, Sciences, Social Sciences, and Undeclared/Unclassified majors. In the Schools of Education and Engineering, 100% of the women graduate students were in good standing.

Declaration of a major appears to influence grade point average at the undergraduate level. The percentage of students in good standing who are undeclared/unclassified is the lowest of all groups. Only 76% of women undergraduate students with an undeclared/unclassified major are in good standing, unchanged from 1993. At the graduate level, the percentage of women in good standing with an undeclared/unclassified major decreased 1% from 1993 (97%) to 1994 (96%).



### *Graduation Trends -- Women Students*

Table 3.A (Appendix B) indicates Degrees Completed by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School. The number of women undergraduate students who received degrees decreased from 837 in FY 1993 to 824 in FY 1994, a decrease of 1.6%.

Women students received 60.5% of the degrees conferred in 1994. The number of women receiving graduate degrees decreased by 1 student in FY 1994. 54.9% of the graduate degrees granted in 1994 went to women.

The data show an increase in the number of undergraduate women students graduating in the following schools or units: Education (31 students), Fine Arts and Communications (5 students), Nursing (4 students), Sciences (10 students) and Social Sciences (4 students) from FY 1993 to FY 1994. The data also show an increase in the number of graduate degrees awarded to women in several schools: Education (40 students) and Social Sciences (7 students). The remaining schools had a decline in the number of women graduate degrees awarded: Business (14 students), Engineering (2 students), Fine Arts and Communications (12 students), Humanities (7 students), Nursing (9 students), and Sciences (5 students).

Schools in which the majority of the degrees were awarded to females (both undergraduate and graduate) are: Education, Fine Arts and Communications, Humanities and Nursing. In Social Sciences the majority of undergraduate degrees were awarded to women as well.

The data in Table 3.B, Students Who Entered the University as New Freshman Graduated, Still Enrolled, or Non-Persisting by Year of Attendance, reveals that 43% of the female students, other than Black and Hispanic, who entered the University in 1988 graduated in six years. This is a 1.6% decrease from the previous year.

## Disabled Students

### *Goals and Objectives*

Increase the participation of disabled students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of disabled students in academic programs.

### *Initiatives*

- The Disabled Student Services Office changed its name to Disability Support Services to reflect more accurately its function.
- Academic services that are provided for disabled students on an ongoing basis include: test proctoring, typing and library services, enlarged print materials, textbooks on tape, adaptive computer assistance, and disability awareness activities.
- Eight Disability Awareness workshops were presented to faculty, staff and students. The topics of the workshops included: The Student with a Hearing Impairment , The Student with a Seizure Disorder, The Student with Multiple Sclerosis and Open Forum - Questions and Answers About the Rights of Faculty and Students with Disabilities.
- New and updated software has been installed in the adaptive computers that are available to students in the Disability Support Services office. An outside consultant was conducted training for the staff to instruct students in the use of the new software.
- SIUE sponsored a live video conference on "Creating a World of Opportunities: Liberating People with Disabilities Through Adaptive Technologies." The conference was attended by students, faculty, staff and community members.
- The University hosted the fifth annual Access-A-Thon. Participants included 15 wheelchair users, 210 runners, and 60 family walkers. Prizes and trophies were awarded to the winners.
- New Horizons, an organization for people interested in the needs of disabled students, and the Disability Support Services office publish a newsletter each semester for distribution to individuals interested in the issues of disabled

students. The newsletter provides information about upcoming events, personnel changes, the academic calendar and other issues of concern to the recipients

- New Horizons held a pizza party-bowling outing to encourage wheelchair users to use the new adaptive equipment especially acquired for disabled persons by the University Center Bowling Alley.
- Campus Recreation offers specialized training apparatus for individuals with disabilities. The Student Fitness Center features a weight training machine that serves individuals who are confined to a wheel chair. The Center also offers an upper body ergometer that provides a cardiovascular workout for persons with disabilities in the lower extremities.
- Each year the St. Louis Cardinal Baseball Team donates 30 baseball tickets for each of three games to the Disability Support Services Office. All 90 tickets were used by disabled students and staff members.

### *Progress in Meeting Goals*

#### *Enrollment Trends -- Disabled Students*

During the period Fall 1990 to Fall 1994 the number of undergraduate disabled students increased by 54%. From Fall 1993 to Fall 1994 the number of undergraduate disabled students remained stable at 160 which was approximately 2% of the undergraduate population. Unlike the total student population, which has more females than males, the disabled student population has 9% more males than females. More than 47% of the disabled student population has not selected a major and is in the undeclared/unclassified category. These data appear in Table 1.A, Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status by Student Level and School, Fall Terms 1990 - Fall 1994.

#### *Academic Achievement - Disabled Students*

Table 2.A, Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Terms 1990 - 1994, reveals an increase in the grade point average of disabled students in each of the past three years, 1992 - 1994. The averages for disabled students are greater than those indicated for the total student population.

The data in Table 2.B, Percent of Students in Good Standing by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Terms 1990 - 1994, shows the percentage of disabled students in good standing increased from Fall 1993 to Fall 1994. Ninety-one percent of the disabled undergraduate male population and 89% of the female population was in good standing in Fall 1994. These percentages are



higher than for the total student population which indicate 81 % of male students and 86% of female students are in good standing.

### *Graduation Trends - Disabled Students*

According to Table 3.A, Degrees Completed by Racial/Ethnic Category, Gender and Disability Status by Student Level and School, July 1, 1989 - June 30, 1994, undergraduate degrees were awarded to 23 disabled students in 1994. This represents a 92% increase in the number of degrees awarded to disabled students during the data period. In 1994 disabled students received degrees in Education (9), Engineering (2), Fine Arts and Communications (3), Sciences (3), and Social Sciences (6).

Two graduate degrees were awarded to disabled students in 1994, compared to one in 1993. The degrees were in Sciences and Social Sciences.

## **Underrepresented Faculty and Staff**

### *Goals and Objectives*

Improve the recruitment and retention of minority faculty and staff.

Improve the recruitment and retention of women faculty and staff.

Improve the recruitment and retention of disabled faculty and staff

### *Initiatives*

- A female was named the dean of the new College of Arts and Sciences. The new College combines the former School of Humanities, School of Fine Arts and Communications, School of Social Sciences and School of Sciences.
- A black male was named dean of the Graduate School.
- A female was appointed associate dean for student development and general education in the new College of Arts and Sciences. She previously served as acting dean of the School of Fine Arts and Communications and assistant dean of the School.
- A black male was appointed director of the East St. Louis Center after serving as acting director for several months.



- The School of Dental Medicine has named a female to be the associate dean of the School. She will be the principal assistant to the dean and will assume administrative responsibility over department chairs on the dean's behalf.
- A black male assistant professor in the department of restorative dentistry at the School of Dental Medicine was appointed director of minority affairs at the school. His responsibilities include developing a plan for recruitment and retention of more minority students and assisting in the recruitment and retention of minority faculty.
- A female was named the director of the career planning and placement center. She is responsible for the management and development of a centralized and comprehensive career services center which includes a cooperative education program.
- The International Trade Center appointed a female to head its operation. As the international trade specialist, she will work with owners and managers of small businesses in central and southern Illinois to expand their knowledge about export trade, conduct market research using up-to-date trade data, and match their services and/or products to international market opportunities.
- A female poetry professor was the 1995 winner of the Celia B. Wagner Award from the Poetry Society of America for her poem which will be published in The Journal, a literary journal published by the Ohio State University.
- A female lecturer received the Individual Achievement Award of the Year from the Gateway Chapter of the National Multiple Sclerosis Society.
- The female director of Instructional Services has been selected president-elect of the Midwest Regional Association for Developmental Education. The purpose of the association is to promote the improvement of research and practice in the fields of developmental education. The organization serves learning assistance programs at the post-secondary level.
- A female professor English language and literature received a three-month residency fellowship at the Folger Shakespeare Library in Washington, D.C. While serving the residency at the Shakespearean library, she will conduct research for a book on "Classicism and Neoclassicism in 17th Century English Poetry."
- A black male professor in the department of English language and literature was honored by the Afrikan Poetry Theatre Inc. at a ceremony in the Harlem area of New York City. He was recognized for his contributions to the poetry group's 15th annual Tribute to An Elder and Ancestor literary tribute.

- A black female professor emerita of Humanities and an innovative modern dance stylist, was featured on the cover of Drumvoices Revue: A Confluence of Literary, Cultural and Vision Arts, which is published by the SIUE department of English language and literature and the Eugene B. Redmond Writers Club of East St. Louis.
- A black male professor of curriculum and instruction was named as Educator of the Year by the St. Louis American, a black weekly. He was credited as having been the driving force behind several programs designed to help minorities on campus and children from economically depressed areas.

## *Progress in Meeting Goals*

### *Employment Trends*

Table 4.A , Headcount and Employment of Faculty and Administrative Staff: All Employees by Racial/Ethnic Category and Gender, indicates the total Black work force increased by 15.4% from Fall 1990 to Fall 1994. The percentage increase for all employees during the same period was only 3%. In 1994 the University had 344 (17.4%) Black employees, up from 307 (15.8%) in 1993.

The number of Black faculty decreased slightly between 1990 and 1994. The percentage of Black faculty was 5.1% in 1990 and 4.8% in 1994. Total Black faculty increased from 28 in 1993 to 31 in 1994, a 10.7% increase. All other employee groups show an increase in Black employees from 1990 to 1994, except Executive/Administrative/Managerial and Skilled Craft.

Total female faculty increased from 216 (34.7%) in 1990 to 255 (39.5%) in 1994, an increase of 18% for the period.

### *Hiring Trends*

Table 4.B, Headcount Employment of Faculty and Administrative Staff: New Hires Only by Racial/Ethnic Category and Gender, shows total new hires for the period 1990 to 1994 was 383, of which 228 (75.2%) were female and 74 (19.4%) were Black.

A total of 104 new faculty hires occurred between 1990 and 1994. Of those, 50 (48.7%) were women and seven (6.7%) were Black. In 1994 21 (72.4%) of the 29 new faculty hires were women.

Between 1990 and 1994 the University hired a total of 78 professional non-faculty employees. Of those employees, 47 (60.3%) were women and 17 (21.8%) were Black.

Table 5.A indicates that between 1990 and 1994 the number of RAMP administrators (identified as administrators within two reporting lines of the president) remained relatively unchanged. In 1994 the 23 RAMP administrators included 18 (78.3%) males, 5 (21.7%) females and 4 (17.4%) Black. The number of Black RAMP employees showed an increase of 100% from 1993.

## SIUE SUMMARY

During FY 95, thirty-seven programs were funded at SIUE that were dedicated to improving the participation and success of minority, women and disabled students, faculty, and staff. Six new programs were included in this number. More than \$10,000,000 were devoted to programs that served over 16,500 students. These programs were funded with federal and state funds and encompass learning from early childhood to adulthood. More than 215 staff years were devoted to serving individuals in underrepresented groups.

In preparation for the year 2007, the fiftieth anniversary of SIUE, the President initiated planning sessions, called Advances, in which representatives of all constituencies participated. The first stated goal of the Advance is to "create a harmonious University community characterized by integrity, cooperation, open dialogue and mutual respect among individuals with different backgrounds, cultures, and perspectives." Also during FY 95 the Human Relations Advisory Committee developed a comprehensive Diversity Plan for Southern Illinois University at Edwardsville.

Black undergraduate students represented 14.7% of the total undergraduate student population during Fall 1994. All ethnic groups, except Black students, experienced an increase in enrollment from Fall 1993 to Fall 1994. Black student enrollment decreased 1.2% from Fall 1993 to Fall 1994. The percentage of undergraduate Black male students in good standing increased from 63% in 1993 to 67% in 1994. The number of degrees awarded to Black students remained the same from 1993 to 1994. However, a 29% increase in degree completion by undergraduate Black students occurred from 1990 to 1994.

Female students comprised 56% of the total student population at SIUE in Fall 1994. Female enrollment has consistently been higher than male student enrollment over the past five years. Grade point averages for women continue to be higher than for men. Overall, women had a higher grade point average than men at both the undergraduate and graduate level. The percent of women in academic good standing was 86% for undergraduate and 96% for graduate students. Women students received 61% of the degrees conferred in 1994.

The disabled student population increased by 54% during the period 1990 to 1994. In 1994 the number of disabled students represented 2% of the undergraduate population. Unlike the total student population, which has more females than males, the disabled student population has 9% more males than females. The grade point average of disabled students has increased each year over the past three years and is higher than for the total student population. The percent of disabled students in good standing, 91% for males and 89% for females, is also higher than for the total student population, 81% for males and 86% for females. Twenty-three students with disabilities received degrees in 1994 which represented a 92% increase from 1990.



Efforts to improve the diversity of the University's workforce has resulted in a 15.4% increase in Black employees from 1990 to 1994. The percentage of Black employees increased from 15.8% in 1993 to 17.4% in 1994. Black faculty represented 4.8% of the total faculty in 1994. The number of Black faculty increased from 28 in 1993 to 31 in 1994, a 10.7% increase.

The number o female faculty increased from 34.7% in 1990 to 39.5% in 1994, an increase of 18% for the period. In 1994 21 (72.4%) of the 29 new faculty hires were women.

## APPENDIX B - SIUE

1. Suggested Areas of Examination for Focus Topics for Fall 1995 Institutional Reports  
*Attachment A*
2. Program Inventory Forms (Additions, Deletions)  
*Attachment B*
3. Student Program Table  
*Attachment C - Table 1*
4. Staff Program Table  
*Attachment C - Table 2*
5. Program Resource Table  
*Attachment C - Table 3*
6. Definitions for Annual Report on Underrepresented Groups  
*Attachment D*
7. Disabled Student Enrollment Form  
*Attachment E*
8. Review of Formally Organized Units Supporting Underrepresented Groups  
*Attachment F*
9. Review Schedule for Formally Organized Support Units Serving Underrepresented Groups  
*Attachment G*
10. Campus-Wide Student Data Tables  
*Tables 1A - 3B*
11. SIUE Faculty and Staff Employment Tables  
*Tables 4A - 5B*

## **Attachment A**

### **MWD IX FOCUS TOPICS**

#### **Ensuring Teaching Inclusiveness and Effectiveness**

The University has twenty six courses in twelve disciplines that include content related to intergroup relations. Students must take at least one of these courses to meet requirements for graduation. In order to qualify as an intergroup relations course, the material in the course must be substantially concerned with intergroup relations and must meet two criteria: 1) the material must be current rather than historical; and 2) the material must deal with intergroup relations in the United States rather than with intergroup relations with other cultures.

The Department of Speech Communication offers summer workshops and a course in Interracial Communication. In addition, the department requires each faculty member of the Interpersonal Communication Skills course to devote a minimum of one two-hour session on topics related to gender, race and culture. The new text for the Public Speaking course uses a multicultural approach to public speaking and the impact on a multicultural audience. Previous texts have not included that perspective. Two other courses in this department, Seminar in Intercultural Communication and Gender and Communication, are evidence of the department's efforts to show respect and support for inclusiveness.

Faculty in the School of Nursing have identified a major focus of the School to be "Appreciation of Cultural Diversity" and have committed themselves to respect of diversity.

The Dean and other administrators meet with all new nursing students to welcome them to the school. All faculty are encouraged to treat student's questions with respect and prompt replies. Course and instructor evaluations are completed each term by students to identify faculty effectiveness and issues of student concern. These materials are reviewed by the Area chairs.

Other examples of the focus on inclusion in the School of Nursing include the following: 1) At the Nurse's Day Event in April 1995, posters, historical pictures and writings, and a videotape presentation of nurses from diverse ethnic groups were displayed showing the practice of nursing in many settings. 2) Workshops on teaching strategies related to distance education and different learning and teaching styles have been attended by School of Nursing faculty this year. Distance education training includes non-traditional teaching strategies which enhance inclusion for non-traditional students. 3) A faculty development workshop on a "World of Difference" was held in Spring 1995 for faculty and in the Fall 1995 for students.

A successful retention program for at-risk students majoring in Sociology, the ABle Program, has had significant results with students who participated. At the center of the ABle program is a two-hour weekly problem-solving group meeting containing two elements. The first element is a small group problem-solving process in which problems are identified, clarified, re-stated, and prioritized with one problem being selected by each group for resolution. The second element of the group meetings involves discussion of individual problems encountered by the students in the group. Students are encouraged to help other students with their course-specific problems. Faculty who participate in the ABle program meet with each student four times each semester to review the student's "activity record", examine the "progress" forms completed by the student's instructors, monitor the student's participation in recommended support services and/or support groups, discuss the student's progress, and assist the student in addressing new identified needs or difficulties. Outcomes of this program have shown increases in student retention, increases in grade point averages, increased graduation rate and increased admission to graduate school for program participants.

The academic support efforts of the Instructional Services unit include teaching all students (including minorities, women, and persons with disabilities) who need mathematical competency the skills they need to survive in other math and science courses, the reading skills needed to read the variety of multicultural materials they will encounter in their university coursework, the writing skills they need to express ideas coherently and persuasively, and the study and career skills needed to successfully pursue a university degree.

Special effort is made to choose texts in Academic Development courses that include reading and writing topics that illustrate contributions of diverse individuals and groups. Instructional themes are chosen to give representation to diverse groups. Cooperative learning experiences within classes are structured to mix students of differing backgrounds and interests within small learning networks. To gain a broader understanding of inclusiveness, instructors attended videoconferences regarding students in higher education, specifically the status of the black male in higher education. In order to combat absenteeism in Academic Development courses during the Fall term, a telephone campaign was coordinated to notify students that their absence was noted and their presence in class mattered.

The School of Engineering has a history of promoting international multiculturalism through its diverse faculty from several countries. The faculty born in the U.S. and those from other countries work together collegially and, hence, set an example of inclusiveness and effectiveness for the students.

### **Improving Black Male Student Representation**

African American males make up 4% of the SIUE student body and 19% of the participants in the Special Services Program. During FY 95, Black males dominated the



program wait list. Social demands are frequently great for Black males. They are actively recruited by fraternities, student government and other campus organizations. In addition, many must work at part-time jobs to support their goals.

Previous experiences have inadequately prepared many students for juggling academic, social and financial responsibilities. Many minority students come from school districts that do not prepare them for college academics. 47% of the black students in the Special Services program have an ACT composite of 15 or less, yet many had ranked high in their high school class. Many students do not understand the academic standards required for college and their responsibility for maintaining the standards. The quality and quantity of work expected for university level classes may come as a shock to some students. When previously successful students fail academically, their first conclusion is that something is wrong with the system, without realizing that previously learned behaviors and knowledge may be inadequate for their success at the university level.

The Special Services program uses two programs, tutoring and mentoring, to address the above problems. The tutors, graduate and undergraduate students who excel in their field, provide academic assistance in all required courses. Some tutors attend class with students to demonstrate good classroom habits, such as note taking and listening skills. Mentors assist students by providing positive role models. Mentors also assist students with adjustment to college life, development of effective study habits, improvement of time management skills, enhancement of self esteem, and development of good decision making skills. Feedback from Black male students indicated they feel especially supported by the tutoring and mentoring services.

The University offers opportunities that improve black male student representation and academic achievement through membership in professional student organizations. There are currently five professional student organizations and two special interest organizations available to African American students which enhance black male student representation and academic achievement. Specifically, the organizations are the Black Student Association, Black Literary Guild, National Association of Black Accountants, National Society of Black Engineers, National Association of Black Student Social Workers, Organization of Minority Business Students, and the Student Association of Black Journalists. The underlying purpose of these organizations is to increase participation, provide academic support, and encourage the advancement of minorities (African Americans, in particular) in higher education and the professions.

The East St. Louis Center of SIUE has initiated a new and innovative 10-week summer program designed to offset the failure and dropout rate of 60 black youth making the transition from senior high school to post secondary education by providing them knowledge and practice related to the negative factors that must be overcome in order to succeed. These factors may be broadly categorized as those concerned with 1) academic subject matter and specific courses; 2) self-adjustment and self-empowerment techniques; and 3) familiarity with the college atmosphere and environment.

Participants in the program, which is located on the Edwardsville campus, engage in academic skills development and enrichment activities which include preview exercises and courses in reading/writing skills, mathematical skills, computer-use skills, and study/library/test-taking skills. Workshop activities on goal-setting, assertive training, stress management, career planning, race relations, health enrichment and student activities are also provided. Field trips to area colleges and vocational schools are a part of the program.

Upward Bound/Science Awareness is a precollegiate program designed to prepare economically and educationally disadvantaged youth for entry and success in postsecondary educational programs. This program provides services to 150 youth, grades 10 through 12, from the East St. Louis School District 189. The student population is one hundred percent African American and consists of 3/4 females and 1/4 males.

The low enrollment of males in the program is representative of the school district's enrollment and the number of males interested in pursuing and following a college curriculum. The program uses the following recruitment strategies and has found them to be somewhat successful in increasing the enrollment of males: 1) speak with male students and parents on an individual basis to encourage enrollment; 2) conduct information sessions at area junior and senior high schools; 3) utilize former and current male students to recruit prospective students; and 4) utilize counselors, teachers and coaches at area schools.

During FY 95 the SIUE St. Clair County Head Start Family Service Center initiated a MALE INVOLVEMENT focus. The purpose of this Male Initiative is to address the need of increasing the presence of fathers or significant adult males in the lives of Head Start children and other children in the community in which they come in contact. This initiative strives to enhance the serious need for father or significant adult males as positive influences in the early childhood educational experiences of youngsters (males and females). This initiative is a facet of the mission of the Head Start component, Parental Involvement. A strong positive male presence is beneficial in molding and making well-rounded children.

The Project GAIN Future Nurses' Clubs (FNC) and the Summer Nurse Camp foster the inclusion of minorities and men in nursing. These programs teach basic nursing skills at the certified nurse assistant level. There are 57 males in the 12 FNCs. This is a 73% increase this year. This initiative is aimed at recruiting men and minorities into professional nursing. It provides tutoring and academic development support for the high school and college students in the project.

Eighteen minority students received Graduate Scholar Awards during FY 95. Fourteen were female and four were male and they represented six different degree programs.



Minority graduate awards are continuing to provide incentives for students to pursue, and more importantly, complete their graduate degree programs.

The School of Engineering has several ongoing initiatives for recruitment, retention, and improving the graduation rate of minority engineering students through the Assistant to the Dean. Most of the components of the minority recruitment and retention programs as described below are intended for African American, Hispanic American, and Native American students both male and female, but the group being served in largest numbers is African American. Black male students receive support through these programs although they are not limited to serving Black male students. The components of the minority recruitment and retention program in the School of Engineering are described in the following sections.

### Recruitment

Recruitment activities for minority students include recruitment visits to high schools, community colleges and college fairs in coordination with the University Office of Recruitment. Correspondence and contact with high school guidance counselors and recruitment posters in high schools and community colleges are used as well. An innovative program begun in FY 95 is the Engineer Ambassador Program through which upper division engineering students return to their high schools to recruit prospective applicants and establish a positive rapport with counselors and teachers for SIUE and the School of Engineering. This program was begun with several African American students this year.

### Retention

Retention programming is intended to nurture and cultivate individual confidence, to promote networking techniques and strategies, and, in general, to identify impediments to student success and resolve them. Components of this program include tutoring for lower division engineering courses, a six-week academic grade check for minority engineering students, a minority engineering newsletter, an engineering section for the freshman orientation course, and sponsorship of a student chapter of the National Society of Black Engineers.

### Pre-College Enrichment and Support Programs

The School of Engineering sponsors or assists with several programs designed to increase the number of minority students entering the engineering education pipeline.

During Spring Semester, 1995, twenty African American middle school students participated in six Saturday sessions to promote engineering and science career awareness through fun-filled academic activities. Included were sessions on computer integrated manufacturing, physics, chemistry, digital electronics, and aerodynamics (rockets).

In June, 1995, an engineering and Science Pre-College Program was held for 25 high school students. During this program students resided on campus for one week and participated in a variety of educational and recreational activities designed to encourage them to pursue careers in science and engineering.

For the last several years, faculty and staff of the School of Engineering have participated in a program called Student Engaged in Engineering sponsored by the Consulting Engineers Council of Illinois. Through this program middle school students from East St. Louis District 189 are exposed to the many facets of engineering in order to pique their interest at an early

age and encourage them to take the necessary math and science courses. This is done through monthly in-class discussions and field trips.

### **Improving Female Student Representation in Science, Mathematics and Engineering**

The University offers opportunities that improve female student representation in engineering through participation in the Society of Women Engineers (SWE), a professional organization.

A student chapter of the Society of Women Engineers was established at SIUE about ten years ago to encourage networking of female engineering students both within the university and externally. The Society of Women Engineers is designed to promote the advancement of women in the engineering profession. Specifically, the organization encourages women engineers to attain high levels of educational and professional achievement. Chapter activities include sponsorship of on-campus speakers and field trips, facilitating member attendance at regional and national SWE conferences and interactions with the St. Louis chapter and the Washington University student chapter of SWE. Currently, there are twenty-two members in the SIUE chapter of the organization. The average percent of undergraduate female enrollment in Engineering has increased from 11.6% to 17% from 1980 to 1994. The average percent of females receiving baccalaureate Engineering degrees has increased from 10.2% in 1980 to 17.2% in 1994.

Services of the Upward Bound/Science Awareness program, which have been successful in improving the representation of minorities in postsecondary education programs, specifically in mathematics and science include: 1) classroom instruction in college preparatory mathematics, science and language arts classes; 2) full-time academic year component with high school credit-producing courses; 3) six-week summer enrichment session; 4) science and mathematics related field trips and workshops; 5) guest speakers in science and mathematics professions; 6) opportunities for participation in science and mathematics competitions; 7) career shadowing of mathematics and science related professionals; 8) tutorial services in mathematics, science and language arts; 9) academic counseling and advising; and 10) assistance in completing financial aid and college entry applications. 86% of the graduating seniors in the program were placed in postsecondary institutions and 78% selected science, mathematics and related fields of study in 1993-94.



The University has competed for and received several grants which impact this topic. Several of the grants include: National Science Foundation/Educational Service Center grant for "Leaders in Teaching Elementary Science (LITES); Dwight D. Eisenhower Mathematics and Science Education Program grant for "Illinois Rivers Project"; Washington University grant for "Modern Genetics for All Students"; Illinois Board of Higher Education grant for "Secondary Chemistry Instrumentation Laboratory Network"; National Science Foundation grant for "Increasing the Minority Scientist Pool"; East St. Louis Community Fund for "City-Wide Science Fair"; Illinois Board of Higher Education for "Engineering Grant Program"; and U.S. Department of Education for "Project Caring.

## **Attachment B**

### **Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

East St. Louis Scholarship Program DELETED (FY95)

**II. Current goals and objectives of the program or unit:**

**II. Type of activities and events that the program or unit conducts and sponsors:**

**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Project: MORE DELETED (FY95)

**II. Current goals and objectives of the program or unit:**

**III. Type of activities and events that the program or unit conducts and sponsors:**

**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

General Practice Residents (SDM) DELETED (FY95)

**II. Current goals and objectives of the program or unit:**

**III. Type of activities and events that the program or unit conducts and sponsors:**



**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Youth Tech Project (Addition)

**II. Current goals and objectives of the program or unit:**

To improve mathematics and reading skills, provide self-paced instruction, show relationships between instruction and careers, and enhance academic as well as technical skills among 11th and 12th grade students through computer assembly and computer instruction.

**III. Type of activities and events that the program or unit conducts and sponsors:**

Include computer assembly and operation, tutoring, counseling, and the building of a business plan by project students.

**Attachment B**

**Form for Program Additions and Deletions**

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

**Summer Transition (Addition)**

**II. Current goals and objectives of the program or unit:**

To encourage and enhance the retention of low-income high school graduates in college through the provision of a summer of intense academic skill development and enrichment and adjustment and empowerment techniques.

**III. Type of activities and events that the program or unit conducts and sponsors:**

Reading/writing, math, computer, and study skills exercises and previews courses, exercises related to stress management, assertive training, goal setting, career planning, race relations, student activities, and visits to various local colleges and universities.

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**I. Name of the program or formally organized support unit:**

Illinois Project Success (Addition)

**II. Current goals and objectives of the program or unit:**

To recruit and train parents and volunteers to serve Dunbar Elementary School as advisors, fundraisers, coordinators, problem solvers, and childrens advocates for the purpose of ensuring that children and their families are receiving maximum support to be academically successful.

**III. Type of activities and events that the program or unit conducts and sponsors:**

Provide library support, group activities, health, handicap and nutrition referrals, assistance with truancy, retention, and suspension, support for eradicating substance and drug abuse among families, teacher and tutorial assistance, and serve as hall monitors.

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**I. Name of the program or formally organized support unit:**

Organization of Minority Business Students (OMBS) Tutoring Program  
(Addition)

**II. Current goals and objectives of the program or unit:**

To recruit promising minority high school and community college transfer students and retain them by providing tutoring and related educational services through membership and participation in the activities of OMBS, the Organization of Minority Business Students

**III. Type of activities and events that the program or unit conducts and sponsors:**

- (1) Tutoring and counseling of first and second year minority students who have had or whose characteristics indicate that they might have difficulty meeting the requirements for full admission to the School of Business.
- (2) Annual Awards Banquet recognizing academic achievement of minority students.
- (3) Participation in the recruitment of minority high school and community college students who are likely to major or minor in business.



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Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Engineering and Science Pre-College Program (E.S.P.) (Addition)

**II. Current goals and objectives of the program or unit:**

A residential, academic-intensive summer program, designed to acclimate high school students (minority and women), to career fields in engineering, mathematics and science through classroom lectures, laboratories, and industrial field trips with collaboration from professionals within these areas.

**III. Type of activities and events that the program or unit conducts and sponsors:**

Physical fitness, health and recreational activities are included in the schedule for a balanced, structured, academic pre-college program.

**Attachment B**

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Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

**I. Name of the program or formally organized support unit:**

Midwest Engineering and Science Association Pre-College Program  
(M.E.S.A.) (Addition)

**II. Current goals and objectives of the program or unit:**

To acclimate underrepresented ethnic minority and economically disadvantaged majority middle school students to career fields within engineering, mathematics and science through fun-filled academic programming.

**III. Type of activities and events that the program or unit conducts and sponsors:**

Promoting career awareness of engineering, science, and mathematics, through fun-filled academic activities focusing on computers, robotics, chemistry, physics, aerodynamics and digital electronics.



Table 1

**PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS  
STUDENTS SERVED, FISCAL YEAR 1995\***

Program	Racial/Ethnic Composition of Students Served by Minority Programs						Females & Disabled Served By Dedicated Programs			Total Students Served	
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Female	Disabled		Multi-Purpose**
SOUTHERN ILLINOIS UNIVERSITY											
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE											
Competitive Graduate Award	3				5	14					19
Computer Lab/East St. Louis	250		2		250						250
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities											
Disability Support Services	19										
Educational Opportunity Center/East St. Louis	768	7	2		21	148				397	397
IL Consortium for Educational Opportunity					775	29	5		163	163	163
Katherine Duhamel Center for the Performing Arts	3,668	49	65		3,982	1,679					809
Minority Engineering Program	73	6	7		86	2	3				5,661
Minority Engineering Program Department Tutoring Program											167
Minority Teachers of Illinois Scholarship	28	3	4		35		5			76	76
National Action Council for Minorities in Engineering Incentive Grants Program	3	2	1		6						98
President's Minority Graduate Tuition Awards	1				1						138
Project GAIN	18				18						6
Recruitment and Retention Fund	79	1	2		82	14		93			1
Johnston Haley Scholarship											18
Organization of Minority Business Students Tutoring Program	127	7	3	3	140						96
School of Dental Medicine	24	3	2		29						140
Minority Scholarship Program											29
School of Nursing Recruitment/Retention Committee	1	3			4						
Special Services Program	219	1			220	142					362
Students Engaged in Engineering	255	3	6	3	267	123		337			390
Women and Minorities in Educational Administration	60				60						60
Women's Studies Program											
Child Development Program, East St. Louis***	202				202	2		333			0
Educational Enrichment Program***	807	9	3		819	502					426
Family Service Center***	90				90				75		204
Head Start Program***	1,432	3	1		1,436	210					1,396
Whole Project Success***	555				555						90
Latichky Program***	102				102						1,646
Mentoring at Landdowne***	720	2			722	1					555
Midwest Engineering and Science Association											102
Precollege Program***	22				22						723
Project CARING***	1,616	6			1,622	4					22
Project REAL: Restructuring Education at Landdowne***	720	2			722	1					1,626
Project Success/East St. Louis***	154				154	1					723
Recruitment and Retention Fund											155
Engineering and Science Precollege Program***	28	1			29						29
Summer Transitions***	61				61						61
Upward Bound/Science Awareness Program***	151				151						151
Youth Tech Project***	30				30						30



Table 2

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS  
STAFF SERVED, FISCAL YEAR 1995\*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs					Females & Disabled Served By Dedicated Programs		Multi-Purpose**	Total Staff Served
	Black	Hispanic	Asian American	Native American	Total	Females	Disabled		
SOUTHERN ILLINOIS UNIVERSITY SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE Faculty Recruitment and Retention	9								

N/A-Not Available

- \* Includes all programs that have a primary purpose to serve underrepresented staff and that have a budget allocation from the institution for this purpose.
- \*\* Program is directed to serve more than one underrepresented group (e.g., minorities and females).
- \*\*\* Program serves elementary and secondary school students.

Table 3

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF  
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1994 AND 1995\*

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY94	FY95	FY94	FY95	
SOUTHERN ILLINOIS UNIVERSITY					
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE					
Competitive Graduate Award	0.60	0.60	89,000	92,000	3,000
Computer Lab/East St. Louis	0.60	0.59	8,900	6,300	(2,600)
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities	5.43		225,300	219,000	(6,300)
Disability Support Services	1.80	2.30	37,900	44,100	6,200
Educational Opportunity Center/East St. Louis	3.00	4.56	134,800	195,100	60,300
IL Consortium for Educational Opportunity	0.01	0.01	20,000	0	(20,000)
Katherine Dunham Center for the Performing Arts	8.17	8.62	404,700	359,600	(45,100)
Minority Engineering Program	2.00	2.00	56,000	58,000	2,000
Minority Engineering Program Department Tutoring Program	0.00	0.00	2,100	3,800	1,700
Minority Teachers of Illinois Scholarship	0.00	0.00	37,500	25,100	(12,400)
National Action Council for Minorities in Engineering Incentive Grants Program	0.00	0.00	2,000	500	(1,500)
President's Minority Graduate Tuition Awards	0.01	0.01	26,300	28,600	2,300
Project GAIN	1.30		104,000	117,000	13,000
Recruitment and Retention Fund					
Faculty Recruitment and Retention	0.00	0.00	127,000	202,100	75,100
Johnetta Haley Scholarship	0.00	0.00	202,200	283,000	80,800
Organization of Minority Business Students Tutoring Program	0.00	0.25	0	2,200	2,200
School of Dental Medicine					
Minority Scholarship Program	0.00		10,000	10,000	0
School of Nursing Recruitment/Retention Committee	0.50	0.50	2,400	2,400	0
Special Services Program	10.00	10.00	338,700	208,800	(129,900)
Students Engaged in Engineering	0.03	0.03	1,300	1,300	0
Women and Minorities in Educational Administration	0.00	0.00	0	0	0
Women's Studies Program	0.00	0.75	0	39,900	39,900
Child Development Program/East St. Louis***	25.66	26.84	763,300	815,300	52,000
Educational Enrichment Program***	0.18	0.18	10,500	10,500	0
Family Service Center***	6.31	6.35	256,100	256,100	0
Head Start Program***	105.96	117.16	4,617,000	5,850,122	1,233,122
Illinois Project Success***	0.00	0.00	0	15,000	15,000
Laichkey Program***	3.04	3.07	122,900	134,500	11,600
Mentoring at Landdowne***	1.50	0.20	50,000	0	(50,000)

Table 3

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF  
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1994 AND 1995\*

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY94	FY95	FY94	FY95	
Midwest Engineering and Science Association					
Precollege Program**	0.00	0.04	0	3,200	3,200
Project CARING***	18.50	16.50	708,600	569,000	(139,600)
Project REAL: Restructuring Education at Landsdowne***	1.00	0.50	17,000	5,000	(12,000)
Project Success***	5.83	6.22	249,000	254,000	5,000
Recruitment and Retention Fund					
Engineering and Science Precollege Program***	0.00	0.04	0	12,700	12,700
Summer Transition***	0.00	0.35	0	26,400	26,400
Upward Bound/Science Awareness Program***	10.94	9.60	404,100	415,000	10,900
Youth Tech Project**	0.00	0.51	0	44,400	44,400

## Attachment D

### **Definitions for Annual Report on Underrepresented Groups in Higher Education**

**Staff-Year** - A staff year is defined as a 12-month contract providing for at least one month of vacation.

**White (not Hispanic origin)** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Black (not of Hispanic origin)** - A person having origins in any of the Black racial groups of Africa.

**Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

**Asian or Pacific Islander** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

**American Indian or Alaskan Native** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

**Students with Disabilities** - See Attachment E.



## Attachment E

### Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the line below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year proceeding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1995 Undergraduate Enrollment of Students with Disabilities\* 161

FY1995 Graduate/Professional Enrollment of Students with Disabilities 8

The above enrollment count is: (please check one)

- a) estimate of the number of disabled students at the institution 300+
- b) count of the number of students receiving services at the institution 169

\*For community colleges, the count submitted on this form should match the count submitted on the college's A1 record.

## Attachment F

### SPECIAL SERVICES PROGRAM

Special Services is a TRIO program funded by the U.S. Department of Education and SIUE. The program provides personalized academic guidance to 390 qualifying participants. Eligibility requirements for the program are as follows:

- **First generation college student - neither parent has received a bachelor's degree.**
- **Physically disabled student - a student who needs specially designed instructional materials, modified physical facilities or any other special accommodations due to a physical or learning disability.**

Student participation is measured primarily by advisor contacts and tutor contacts. From Fall 1993 to Summer 1994, over 3000 advisor contacts were made and over 1300 hours of tutorial support were given to students in the Special Services Program. At the end of the Fall '94 semester, 69% of the students were in good standing.

- **Have Previous Evaluations Brought About Changes in the Unit's Policies and Operations?**

The Special Services Program submits annual reports to the U.S. Department of Education as well as to the University. Every four years a new grant proposal is submitted for competition with other colleges and universities for the available grants. These procedures ensure that evaluation is done on a continual basis.

An example of the changes brought about by evaluation relates to gender differences in program enrollment and in graduation trends. Female program participants tend to maintain participation in the program and continue to graduation. Therefore, in the next program year the Special Services Program will give increased attention to and selection of males from all ethnic groups. An emphasis on male retention and graduation will likely be an objective of the next grant proposal. The continuing low retention and graduation rate for African Americans validates the practice of selecting African American students to represent approximately two thirds of the program participants in future years.

■ **How Effective is the Unit in its Use of Resources?**

The Special Services staff is comprised of three professional academic advisors, a secretary, and the program director. Student work assistance, consisting of a team of 7 to 10 tutors, mentors, and office workers, also contributes to the human resources. In addition, student volunteers, who are assigned and evaluated, serve as peer counselors.

The University provides space, utilities and some personnel. The cost to the University is \$65,000, and the Federal Government provides 75 percent of the funding for the personnel and programs. By providing \$65,000 in direct and indirect services, the University receives \$250,000 in direct funding from the U.S. Department of Education.

**EDUCATIONAL ENRICHMENT PROGRAM**

Area high school students who have never been on a college campus are invited to the University by staff in the Student Recruitment Office for exposure to a variety of educational and informational activities. Typically, these students are accompanied by a counselor from their school. Once on campus, the students and parents (who are also encouraged to participate) meet with faculty, staff, and enrolled SIUE students and are introduced to a range of planned and informal activities, including faculty presentations about the academic realities of attending a university as well as tours of housing and recreational facilities. An effort is made to arrange for visiting students to spend time with graduates from their high school who are attending SIUE.

■ **How Effective is the Unit in Identifying and Serving its Student or Staff Clientele?**

Students to be targeted for participation are primarily identified by the St. Louis Career Education Office of the St. Louis Public School Board. Others are identified by the SIUE East St. Louis Center, by individual public school counselors and principals, and by SIUE recruitment staff making contact with counselors and principals. The number of students participating in the program has remained fairly constant in the past two years and reflects finite human resources available to provide services.

The activities for FY 1995 were conducted both on and off campus. Twenty-three information sessions were conducted on campus and twenty Education Enrichment counseling sessions were presented at area high schools. Twenty-six schools in Missouri and twenty schools in Illinois received education information. A total of 1,396 students were served. Sixty percent of them were minority.



Because of limited financial resources the Student Recruitment Office (SRO) has been unable to accommodate all requests for services from area schools. Some schools with a primarily minority student population are unable to pay transportation costs to the University. Therefore, some area schools that have visited SIUE in the past were unable to participate during FY 1995. Other area schools have elected not to participate in the program, perhaps because most of their students are familiar with a college environment.

■ **How Successful Has the Unit Been in Improving Student or Staff Participation and Achievement?**

Fall 1995 enrollment data will reflect the results of the program. Students who first visited the campus in eighth grade are now ready for college admission. The program will be considered successful if students enter any post-secondary educational institution, i.e., community college, vocational training school, university.

■ **How Effective is the Unit in its Use of Resources?**

The funds and staff utilized for activities for the program are a part of the overall Student Recruitment Office budget. More staff are becoming involved with the program. Approximately 40% of one professional and 10% of a second professional staff time were assigned to the program in FY 1995.

■ **Have Previous Evaluations Brought About Changes in the Unit's Policies and Operations?**

The following short-term internal changes have been recommended. Initial planning has occurred and activities have been initiated to reach these objectives.

1. Increase spring visitations to other Southwestern Illinois counties, but maintain emphasis on St. Clair and Madison counties.
2. Provide increased opportunities for area prospective students to visit the campus.
3. Increase involvement of Student Work and Career Development offices.
4. Designate funding for activities from a central office. The lack of funds prevents activities to be offered on the central campus, i.e., University Center. Limited funding also prevents staff from distributing handouts, SIUE give-aways or providing refreshments and in some cases lunch.



5. Earmark scholarships and grants for Education Enrichment participants who excel academically and attend SIUE.

## **SCHOOL OF NURSING**

### **■ How Effective is the Unit in Identifying and Serving its Student or Staff Clientele?**

The students in the School Of Nursing are primarily female. Approximately 13% are minority students. The School of Nursing conducted a survey in Spring 1995 to identify student scheduling needs and other issues of concern to students. Nursing classes are planned to follow the University class schedule unless adjusted to accommodate the clinical practicum. Two-thirds of the BSN Completion students prefer the Tuesday and Thursday evenings as the current schedule is planned. The graduate students prefer Monday and Tuesday classes in the early evening as the current schedule is planned.

Project GAIN (Get Ahead in Nursing) is a program that provides academic, social and economic support for disadvantaged preclinical and clinical nursing students. The program also provides educational and social support for high school students interested in nursing as a career. In addition to providing tutoring and mentoring for students in the program, a summer nurse camp which serves as a bridge between high and college is sponsored by the University.

### **■ How Successful Has the Unit Been in Improving Student or Staff Participation and Achievement?**

The undergraduate students continue to pass the NCLEX-RN examination at about 90% for first time takers. The change to Computerized Adaptive Testing has not affected the SIUE pass rate.

The retention rate in the School of Nursing remains above 95%. When the curriculum was revised for the calendar conversion, some of the more difficult material was placed earlier in the program (semester five instead of quarter nine); therefore, the unsuccessful students are identified at an earlier point in the program.

Nursing graduates continue to find employment; however, job offers are beginning to show a decrease which is consistent with the national trend.

Project GAIN (PG) has 107 students enrolled. The overall GPA of the students in the clinical component of the nursing program was 3.04. The highest GPA was 3.55 and the lowest was 2.45 (well above the minimum needed for

graduation). Ten PG students graduated in December 1994, seven of these have taken and passed the NCLEX-RN, five of the seven were African American.

A Summer Academic Enhancement program was provided for 40 student participants (25 State Community College and 15 SIUE) in 1994. The project was aimed at using critical thinking skills to make decisions. The program assisted students to enhance their academic skills in mathematics, reading, science, basic nursing terminology, anatomy/physiology and the development of cultural competence in interpersonal relationships. The project demonstrated the extent to which students might excel when given the academic and personal support to explore their knowledge deficits in a safe environment. In all areas the student scores increased in a range of 20% to 75%.

■ **How Effective is the Unit in its Use of Resources?**

Project GAIN has received HECA funding for the past four years. Aside from some incidental donations of food and other items, this is the funding available for the program.

■ **Have Previous Evaluations Brought About Changes in the Unit's Policies and Operations?**

As a result of review by state officials, the Project GAIN Future Nurses' Club and Summer Nurse Camp Curricula have been approved to meet the criteria for certification as nurse assistants.

## **MINORITY ENGINEERING PROGRAM**

■ **How Effective is the Unit in Identifying and Serving its Student or Staff Clientele?**

Minority students in the Minority Engineering Program are defined as African Americans, Hispanic Americans, and Native Americans. The student clientele served by the Minority Engineering Program (MEP) consists of two groups, minority students with a major in one of the engineering programs and undeclared minority students who plan to major in one of the engineering programs. The minority students with declared engineering majors are a clearly identifiable group. The MEP receives a set of address labels for this group each term and maintains contact with them to let them know of support services which are available. In FY 95 a newsletter was initiated to enhance communication. The students who have not yet declared a major, but intend to major in an engineering program, are less easy to identify. Through the MEP a letter is sent to each minority applicant to the University who indicates an intended engineering major on their application for admission.

The average Fall term enrollment of undergraduate minority students with engineering majors from Fall 1986 through Fall 1994 was 51. The average percentage of total minority engineering majors over that period was 9.9%. Over that period, the minority enrollment ranged from a low of 34 (6.7%) to a high of 66 (12.7%).

■ **How Successful has the Unit Been in Improving Student or Staff Participation and Achievement?**

The Minority Engineering Program was initiated at SIUE in 1985 with the overall goals of 1) increasing the number of minority engineering majors, 2) increasing the retention rate of minority engineering students, 3) and increasing the graduation rates of minority engineering students. Enrollment, retention and graduation of minority engineering students at SIUE have increased significantly since the Minority Engineering Program was initiated. Although there have been fluctuations in minority enrollment and minority graduates, there is a clear increasing trend in both over the 15 year period 1980 to 1994. For example, during the period Fall 1980 to Fall 1984 the average number of undergraduate minority students enrolled in engineering was 30 (6.3%). However, during the period Fall 1990 to Fall 1994 the average number enrolled increased to 58 (11.2%). During the period Fall 1980 to Fall 1984 the average number of minority students receiving baccalaureate degrees was 0.4 (0.7%) and during the period Fall 1990 to Fall 1994 the number had increased to 8.6 (8.6%).

■ **How Effective is the Unit in its Use of Resources?**

The Minority Engineering Program is supported through the budget of the Dean of the School of Engineering, so clear identification of expenditures for the MEP, other than salaries, has been difficult. However, direct costs for MEP will be recorded in the future. When the program was initiated in 1985, a full-time Assistant in Engineering was in charge of the program with secretarial support and support line funding such as travel, telephone, etc. provided by the Dean. Subsequent changes in personnel have resulted in the hiring of an Assistant to the Dean who is responsible for recruitment and retention activities for the school, with emphasis on recruitment and retention of minorities and women.

■ **Have Previous Evaluations Brought About Changes in the Unit's Policies and Operations?**

Although there has been no formal review of the Minority Engineering Program, it was reviewed as part of the recent PQP review. Also, the decision to replace the original director of the MEP, who resigned, was made after extensive deliberation. The level of services declined when the MEP was administered on a part-time basis, and enrollment of minority engineering majors also declined.



The decision was made to hire a full-time replacement whose duties would include partial responsibility for the minority scholarship program and recruitment of minority science and engineering majors.

## **COOPERATIVE EDUCATION PROGRAM FOR LIBERAL ARTS WITH EMPHASIS ON WOMEN AND MINORITIES**

### ■ **How Effective is the Unit in Identifying and Serving its Student or Staff Clientele?**

The Cooperative Education Program for Liberal Arts with Emphasis on Women and Minorities served the University College and five schools: Education, Fine Arts and Communication, Humanities, Science and Social Science in FY 95. Faculty are a valuable source of identifying students who might benefit from Co-op and informing them of the Co-op Program. The 438 students who applied to the Co-op Program in FY 95 are about evenly divided, male and female, and 158 (36%) are minority, which is an increase of 6% over the previous year. The total number of minority students in the five schools was 336 in Fall '94.

### ■ **How Successful has the Unit Been in Improving Student or Staff Participation and Achievement?**

All Department Chairs are mailed Co-op job openings, which are posted in their respective departments. The openings are listed by job number, opening and closing dates, name of company, position title and major(s) requested.

The Co-op staff presented information to several classes during FY 95 with total student contacts numbering more than 1500 in 57 different class sessions. Presentations have also been made to several student organizations. In addition, the staff participated in a number of special events to promote the Co-op program. Several of the events included: Minority Transfer day, Wellness Week, Springfest, Welcome Week, English and Accounting Career Days, Jobs Plus, Chemistry Career Day, Community College Conference and Career Network.

Fifty-two percent of the students placed in co-op positions are female and forty-eight percent are male. Twenty percent of the current placements are minority students. One disabled student has a current placement -- a first for the program. While there are currently no black males in co-op positions, a primary goal of the program is to find placements for black males.

The program is making significant progress. During the first year of the program, five students were placed, twenty six students were placed the second



year, fifty two students received placements the third year, and in the fourth year (FY 95) forty four students had been placed after seven months.

■ **How Effective is the Unit in its Use of Resources?**

As the total number of students placed each year has increased, the total placement cost per student has decreased. This is expected to continue. Standards for measuring cost effectiveness were included in the 1994 Cooperative Education Association Survey which included 223 institutions. The survey served the following purposes: 1) to allow comparisons of programs relative to placements, calendar, staffing and budgets; 2) to develop data on cost per placement; 3) to generate data for funding support; 4) to apply the data for lobbying efforts; and 5) to develop a model program to be used as a benchmark for workload, salaries, staffing and budget.

■ **Have Previous Evaluations Brought About Changes in the Unit's Policies and Operations?**

Changes in the staffing in the co-op program have brought about changes in services offered to students. For example, freshmen are now encouraged to register with Co-op and begin the development of a resume, participate in mock interviews and consider career development. This leads the way to securing a placement during the summer of their freshman year or the first semester of their sophomore year. In the past, graduate students were not given placements by the Co-op office. They are now considered for placement if they have one semester in school remaining. Other examples of changes include: 1) transfer students are encouraged to register with Co-op immediately upon entering the University rather than wait one semester and 2) applications for co-op placements from Nursing students are now accepted. Personal site visits are done on a regular basis and one-on-one contact is maintained with every enrolled co-op student.

## **Attachment G**

### **Review Schedule for Formally Organized Support Units Serving Underrepresented Groups\***

#### **Fall 1994 Support Unit Reviews:**

Units Concerning the Retention of Undergraduate Students from Underrepresented Groups

#### **Fall 1995 Support Unit Reviews:**

Unit Serving Female Students and Staff; Units Seeking to Improve Faculty and Staff Representation; and Units Concerning the Recruitment of students from Underrepresented Group

#### **Fall 1996 Support Unit Reviews:**

Units Seeking to Improve Representation in Mathematics, Science, and Engineering Disciplines; Units Serving Students and Staff with Disabilities; and Other Units Serving Underrepresented Groups

#### **Fall 1997 Support Unit Reviews:**

Units Serving Precollegiate Students from Underrepresented Groups

#### **Fall 1997 Support Unit Reviews:**

Units Concerning the Recruitment and Retention of Graduate Students from Underrepresented Groups

\*Yearly dates indicate time for submission to the Illinois Board of Higher Education

Table 1.A  
**Southern Illinois University at Edwardsville**  
 Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status  
 by Student Level and School  
 Fall Terms 1990 - 1994

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1990	6	3	43	88	0	1	4	6	7	2	560	606	620	706	9	3
Fall 1991	11	5	39	89	1	1	6	10	3	2	534	537	594	644	8	3
Fall 1992	10	2	29	64	0	1	4	6	1	5	415	418	459	496	8	3
Fall 1993	13	3	26	51	1	2	3	5	1	3	326	317	370	381	3	1
Fall 1994	7	2	18	33	1	3	3	5	2	2	244	250	275	295	3	1
Graduate																
Fall 1990	34	8	33	13	0	0	3	3	4	1	359	180	433	205	1	0
Fall 1991	37	15	19	12	0	0	7	2	1	1	347	157	411	187	0	0
Fall 1992	21	10	25	17	0	0	6	1	3	1	322	150	377	179	0	0
Fall 1993	22	13	24	11	0	0	6	2	5	0	300	136	357	162	0	0
Fall 1994	23	13	17	9	0	0	7	6	4	0	255	143	306	171	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
Fall 1990	1	1	5	2	1	0	9	4	2	5	119	34	137	46	0	0
Fall 1991	1	0	5	4	1	0	10	4	3	2	112	42	132	52	0	0
Fall 1992	0	0	5	3	2	0	11	5	4	2	116	44	138	54	0	0
Fall 1993	0	0	4	5	3	0	10	6	4	2	121	46	142	59	0	0
Fall 1994	0	0	4	3	1	0	10	4	3	0	137	45	155	52	0	0
Specialty Certificate																
Fall 1990	0	0	2	0	0	0	0	2	0	0	4	0	6	2	0	0
Fall 1991	0	0	1	1	0	0	0	0	0	0	6	1	7	2	0	0
Fall 1992	1	1	0	0	0	0	0	1	0	0	1	3	2	5	0	0
Fall 1993	0	0	0	0	0	0	1	0	0	0	1	2	2	2	0	0
Fall 1994	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1990	0	0	11	64	2	1	0	1	2	3	131	662	146	731	3	5
Fall 1991	0	0	17	60	2	2	0	2	3	7	152	656	174	727	5	9
Fall 1992	0	1	21	67	1	0	1	4	2	5	152	526	177	603	4	13
Fall 1993	0	1	9	62	0	1	1	3	2	6	169	429	181	502	10	12
Fall 1994	0	1	13	61	1	2	3	0	4	8	157	441	178	513	9	10
Graduate																
Fall 1990	2	3	8	28	1	1	1	0	0	3	132	370	144	405	1	0
Fall 1991	1	5	4	36	1	0	0	2	0	0	114	384	120	427	0	0
Fall 1992	1	2	2	36	1	1	0	2	0	2	111	447	115	490	1	0
Fall 1993	1	5	6	22	0	1	0	2	0	0	100	375	107	405	1	1
Fall 1994	3	6	2	22	2	1	0	2	3	1	88	364	98	396	0	0

NOTES: . Fall term population reflects 10th Day headcounts.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

. Graduates include masters, specialist, doctoral and unclassified graduate students.

. N/R = Not Reported. This category was reclassified by the University of Illinois at Urbana-Champaign.

**Southern Illinois University at Edwardsville**  
**Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status**  
 by Student Level and School  
 Fall Terms 1990 - 1994

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Pacific Islander		Hispanic		Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1990	15	0	30	19	2	0	6	2	6	0	402	69	461	90	8	0
Fall 1991	21	2	32	24	2	0	7	0	5	0	411	74	478	100	4	0
Fall 1992	23	1	36	25	1	0	8	0	10	0	411	74	489	100	3	0
Fall 1993	26	1	38	17	3	0	7	0	6	0	436	74	516	92	5	1
Fall 1994	20	1	30	10	2	0	12	0	7	0	440	76	511	87	6	3
Graduate																
Fall 1990	30	1	5	0	0	0	2	0	2	0	43	4	82	5	0	0
Fall 1991	37	3	2	1	0	0	4	1	2	0	41	7	86	12	1	0
Fall 1992	56	5	3	0	0	0	4	1	1	0	55	7	119	13	0	0
Fall 1993	49	6	4	0	0	0	6	0	0	0	46	4	105	10	0	0
Fall 1994	36	5	3	0	0	0	6	1	0	0	46	4	91	10	0	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1990	0	3	24	50	0	1	1	2	5	3	205	304	235	363	2	3
Fall 1991	1	5	27	46	1	3	2	3	5	2	222	294	258	353	6	5
Fall 1992	1	4	24	45	2	1	1	3	2	3	230	295	260	351	3	7
Fall 1993	2	2	20	45	1	0	3	1	2	3	193	252	221	303	10	7
Fall 1994	2	4	27	36	1	0	4	5	1	3	147	240	182	288	7	9
Graduate																
Fall 1990	6	9	4	11	1	0	0	0	0	0	37	136	48	156	0	0
Fall 1991	3	9	4	13	1	1	0	2	0	1	53	133	61	159	1	1
Fall 1992	4	7	3	20	1	0	1	2	0	0	44	127	53	156	3	0
Fall 1993	5	4	2	12	0	0	1	1	0	2	32	121	40	140	0	0
Fall 1994	5	5	2	1	1	0	0	2	0	1	26	108	34	117	1	0
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1990	0	0	0	14	0	0	0	1	0	3	41	90	41	108	1	3
Fall 1991	0	0	1	11	0	0	0	2	1	2	36	96	38	111	1	2
Fall 1992	1	0	3	13	0	0	0	1	1	0	41	87	46	101	0	2
Fall 1993	1	0	4	9	0	0	1	0	2	0	38	71	46	80	0	1
Fall 1994	0	0	3	11	0	0	0	1	2	0	43	72	48	84	0	1
Graduate																
Fall 1990	0	7	0	5	0	0	1	0	0	0	17	44	18	56	0	0
Fall 1991	5	5	0	5	0	0	0	0	0	1	18	42	23	53	0	0
Fall 1992	4	3	0	5	0	0	1	1	0	1	18	43	23	53	1	1
Fall 1993	4	2	0	2	0	0	0	1	1	0	20	45	25	50	1	1
Fall 1994	1	4	0	1	0	0	0	2	0	1	21	34	22	42	0	0

NOTES: . Fall term population reflects 10th Day headcounts.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.



Table 1.A  
Southern Illinois University at Edwardsville  
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status  
by Student Level and School  
Fall Terms 1990 - 1994

SCHOOL OF NURSING:	Non-Resid. Alien		Black Non-Hispanic		American Ind./Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate																
Fall 1990	0	0	1	29	1	0	0	5	0	1	28	256	30	291	0	2
Fall 1991	0	1	0	21	1	0	1	4	0	1	30	258	32	285	1	4
Fall 1992	0	3	3	75	2	0	3	6	0	4	70	434	78	522	2	5
Fall 1993	2	3	6	75	1	1	4	4	0	7	84	367	97	457	2	1
Fall 1994	1	0	2	35	0	3	2	6	1	5	51	280	57	329	1	1
Graduate																
Fall 1990	0	0	0	7	0	0	0	0	0	0	6	107	6	114	0	0
Fall 1991	0	0	0	6	0	0	0	0	0	0	4	80	4	86	0	0
Fall 1992	0	0	1	9	0	0	0	2	0	0	6	87	7	98	0	0
Fall 1993	0	0	0	10	0	0	0	2	0	0	8	117	8	129	0	0
Fall 1994	0	0	0	7	0	0	0	0	0	0	8	113	8	122	0	0
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1990	5	1	16	18	0	0	5	5	4	5	245	179	275	208	2	1
Fall 1991	5	0	20	24	1	1	4	6	3	1	203	172	236	204	3	2
Fall 1992	2	2	17	20	0	2	3	5	5	1	214	195	241	225	5	3
Fall 1993	4	2	18	30	0	1	4	7	4	5	230	199	260	244	9	3
Fall 1994	6	2	19	30	0	0	3	4	5	5	251	202	284	243	8	2
Graduate																
Fall 1990	22	4	5	4	2	0	2	1	0	1	86	55	117	65	0	0
Fall 1991	23	8	7	4	1	0	3	0	1	0	84	58	119	70	1	1
Fall 1992	16	10	8	6	0	0	6	3	0	2	96	64	126	85	0	2
Fall 1993	14	13	5	5	0	1	4	3	1	1	115	65	139	88	1	2
Fall 1994	11	11	7	3	0	1	4	4	0	3	104	49	126	71	0	0
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1990	1	0	22	34	1	1	1	0	1	2	171	163	197	200	6	6
Fall 1991	1	1	13	33	1	0	2	0	1	2	164	154	182	190	8	9
Fall 1992	1	1	15	38	1	4	3	0	2	0	189	162	211	205	6	11
Fall 1993	0	1	15	44	2	2	1	1	2	2	181	168	201	218	9	9
Fall 1994	1	0	12	49	1	2	0	3	1	0	154	160	169	214	5	9
Graduate																
Fall 1990	5	5	8	14	0	0	1	0	2	0	64	57	80	76	1	1
Fall 1991	4	5	11	17	0	0	1	0	0	1	79	59	95	82	1	1
Fall 1992	2	4	7	15	0	0	1	0	1	0	90	69	101	88	0	1
Fall 1993	6	4	10	13	0	0	2	0	3	1	92	59	113	77	0	0
Fall 1994	4	3	11	15	0	0	2	0	1	0	86	76	104	94	1	0

NOTES: . Fall term population reflects 10th Day headcounts.  
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undeclared.  
Graduates include masters, specialist, doctoral and undeclared undeclared.

**Southern Illinois University at Edwardsville**  
**Headcount Enrollment by Race/Ethnic Category, Gender and Disability Status**  
**by Student Level and School**  
**Fall Terms 1990 - 1994**

**UNDECLARED/UNCLASSIFIED:****Undergraduate**

	Non-Resid. Alien		Black		American Ind./		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1990	16	8	266	486	4	11	30	14	25	24	1513	1717	1854	2260	30	20
Fall 1991	35	23	261	574	6	8	16	20	28	26	1507	1826	1853	2477	34	23
Fall 1992	42	8	308	612	12	16	20	23	31	30	1510	1702	1923	2391	38	22
Fall 1993	31	14	321	579	6	10	23	29	34	24	1510	1837	1925	2493	40	37
Fall 1994	40	15	294	542	9	8	30	37	23	34	1533	1963	1929	2599	44	40

**Graduate**

Fall 1990	0	1	17	45	1	1	8	2	0	1	179	389	205	439	1	0
Fall 1991	1	0	17	49	1	2	3	2	3	5	184	392	209	450	2	1
Fall 1992	2	1	18	39	0	0	3	2	1	3	145	264	169	309	0	0
Fall 1993	2	1	19	27	0	1	4	2	2	3	150	279	177	313	0	1
Fall 1994	4	0	12	25	0	1	2	4	3	5	190	357	211	392	1	0

**OTHER (BACH. OF LIBERAL STUDIES):****Undergraduate Only**

Fall 1990	0	0	4	2	0	0	0	0	0	0	9	10	13	12	0	0
Fall 1991	0	0	2	2	0	0	0	0	0	0	12	9	14	11	1	0
Fall 1992	0	0	2	3	0	0	0	0	0	0	11	16	13	19	1	0
Fall 1993	0	0	1	2	0	0	0	0	0	0	7	16	8	18	1	0
Fall 1994	0	0	0	4	0	0	0	0	0	0	10	17	10	21	1	0

**SIUE SUMMARY:****Undergraduate**

Fall 1990	43	15	417	804	10	15	47	36	50	43	3305	4056	3872	4969	61	43
Fall 1991	74	37	412	884	15	15	38	47	49	43	3271	4076	3859	5102	71	57
Fall 1992	80	22	458	962	19	24	43	48	54	48	3243	3909	3897	5013	70	66
Fall 1993	79	27	458	914	14	17	47	50	53	50	3174	3730	3825	4788	89	72
Fall 1994	77	25	418	811	15	18	57	61	46	57	3030	3701	3643	4673	84	76

**Graduate**

Fall 1990	100	39	87	129	6	2	27	12	10	11	1046	1376	1276	1569	4	1
Fall 1991	112	50	70	148	5	3	28	13	10	11	1042	1355	1267	1580	6	4
Fall 1992	107	43	72	150	4	1	33	20	11	11	1004	1305	1230	1530	5	4
Fall 1993	103	48	74	107	3	3	34	19	16	9	985	1249	1215	1435	3	5
Fall 1994	87	47	58	86	4	3	31	25	14	13	961	1293	1155	1467	3	0

NOTES: . Fall term population reflects 10th Day headcounts.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 1.B

**Southern Illinois University at Edwardsville**  
**Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers**  
**By Racial/Ethnic Category, Gender and Disability Status**  
**Fall Terms 1990 - 1994**

FIRST-TIME FRESHMEN	Non-Resid. Alien		Black Non-Hispanic		American Ind./Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>Regular Admission</b>																
Fall 1990	0	3	10	23	1	0	3	2	1	1	72	84	87	113	0	2
Fall 1991	8	6	13	14	0	1	1	4	0	1	103	126	125	152	4	3
Fall 1992	7	2	8	17	0	1	0	1	0	1	69	90	84	112	1	0
Fall 1993	3	3	8	26	0	0	3	5	2	2	102	126	118	162	0	0
Fall 1994	5	1	4	21	0	0	2	0	1	5	148	159	160	186	1	0
<b>Special Admission</b>																
Fall 1990	0	0	49	114	0	2	4	2	6	2	277	354	336	474	6	3
Fall 1991	2	1	67	131	1	1	1	3	5	4	244	313	320	453	5	4
Fall 1992	0	0	66	136	0	2	4	7	3	5	269	339	342	489	5	4
Fall 1993	0	0	55	97	1	0	4	3	6	2	244	302	310	404	5	6
Fall 1994	0	0	72	99	3	0	4	6	0	3	241	274	320	382	6	4
<b>NEW UNDERGRADUATE TRANSFERS</b>																
<b>Regular Admission</b>																
Fall 1990	5	2	39	68	3	3	8	5	5	14	382	533	442	625	5	5
Fall 1991	11	6	40	88	1	2	5	4	3	8	381	516	441	624	3	9
Fall 1992	15	2	63	114	4	5	9	3	11	9	407	474	509	607	11	6
Fall 1993	15	6	49	56	2	0	4	5	3	9	390	549	463	625	6	7
Fall 1994	15	2	37	80	3	3	15	15	5	8	388	525	463	633	15	14
<b>Special Admission</b>																
Fall 1990	1	0	8	12	0	1	0	0	1	0	50	38	60	51	2	1
Fall 1991	0	0	3	10	0	0	0	0	0	1	23	24	26	35	1	0
Fall 1992	0	0	5	12	1	1	0	0	0	2	31	29	37	44	0	0
Fall 1993	0	0	9	6	0	0	1	0	0	0	17	31	27	37	0	1
Fall 1994	0	0	8	11	1	0	0	0	0	1	18	32	27	44	0	0

NOTES:

. Fall term population reflects 10th Day headcounts.

. First-Time Freshmen and New Undergraduate Transfers Include Summer and Fall matriculants.

. Beginning in Fall 1990, the high school course pattern requirements...



**Southern Illinois University at Edwardsville**  
**Cumulative Grade Point Average of Students by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School**  
**Fall Terms 1990 - 1994**

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF BUSINESS:</b>																
Undergraduate																
Fall 1990	3.10	3.37	2.39	2.44	N/A	D/W	2.79	3.09	2.56	D/W	2.73	2.96	2.70	2.88	2.60	2.84
Fall 1991	2.92	2.77	2.39	2.43	D/W	D/W	2.45	2.92	2.64	D/W	2.68	2.94	2.67	2.86	2.56	2.69
Fall 1992	2.84	D/W	2.45	2.54	D/W	D/W	2.24	3.01	D/W	2.82	2.71	2.96	2.69	2.90	2.45	2.89
Fall 1993	3.07	2.95	2.38	2.46	D/W	D/W	2.87	2.78	D/W	2.95	2.78	2.95	2.77	2.88	2.67	D/W
Fall 1994	2.99	3.33	2.44	2.50	D/W	2.50	2.55	2.59	D/W	D/W	2.77	2.95	2.75	2.89	2.94	D/W
Graduate																
Fall 1990	3.36	3.51	3.10	3.04	N/A	N/A	3.06	3.19	3.14	D/W	3.31	3.30	3.30	3.30	D/W	N/A
Fall 1991	3.24	3.40	3.11	3.05	N/A	N/A	3.36	D/W	D/W	D/W	3.29	3.32	3.28	3.31	N/A	N/A
Fall 1992	3.22	3.29	3.23	2.77	N/A	N/A	3.34	D/W	3.24	D/W	3.34	3.40	3.32	3.33	N/A	N/A
Fall 1993	3.37	3.38	3.09	2.77	N/A	N/A	2.81	N/A	2.42	N/A	3.29	3.35	3.26	3.31	N/A	N/A
Fall 1994	3.35	3.37	3.24	2.59	N/A	N/A	2.98	3.09	3.01	N/A	3.34	3.40	3.32	3.34	N/A	N/A
<b>SCHOOL OF EDUCATION:</b>																
Undergraduate																
Fall 1990	N/A	N/A	2.23	2.45	D/W	D/W	N/A	D/W	D/W	2.81	2.79	3.06	2.75	3.01	2.85	3.49
Fall 1991	N/A	N/A	2.37	2.58	D/W	D/W	N/A	D/W	2.93	3.20	2.84	3.08	2.80	3.04	2.66	2.86
Fall 1992	N/A	D/W	2.17	2.55	D/W	N/A	D/W	3.08	3.03	2.86	2.78	3.09	2.71	3.03	2.66	3.10
Fall 1993	N/A	D/W	2.18	2.69	N/A	D/W	D/W	2.85	D/W	2.87	2.86	3.10	2.82	3.05	2.80	2.97
Fall 1994	N/A	D/W	2.39	2.68	D/W	D/W	2.84	N/A	2.89	3.18	2.92	3.15	2.88	3.10	2.87	2.97
Graduate																
Fall 1990	D/W	3.89	3.57	3.63	D/W	D/W	D/W	N/A	N/A	3.86	3.79	3.80	3.78	3.79	D/W	N/A
Fall 1991	D/W	3.88	3.68	3.67	D/W	N/A	N/A	D/W	N/A	N/A	3.78	3.81	3.78	3.80	N/A	N/A
Fall 1992	D/W	D/W	3.20	3.67	D/W	D/W	N/A	D/W	N/A	D/W	3.79	3.87	3.78	3.85	D/W	N/A
Fall 1993	D/W	3.97	3.49	3.64	N/A	D/W	N/A	D/W	N/A	N/A	3.72	3.87	3.70	3.86	D/W	D/W
Fall 1994	3.91	3.86	D/W	3.65	D/W	D/W	N/A	D/W	2.97	D/W	3.81	3.88	3.76	3.87	N/A	N/A
<b>SCHOOL OF ENGINEERING:</b>																
Undergraduate																
Fall 1990	2.79	N/A	2.39	2.25	D/W	N/A	2.69	D/W	2.48	N/A	2.76	3.01	2.73	2.86	2.67	N/A
Fall 1991	2.66	D/W	2.22	2.23	D/W	N/A	2.51	N/A	2.68	N/A	2.81	2.90	2.76	2.75	2.72	N/A
Fall 1992	2.91	D/W	2.11	2.41	D/W	N/A	2.64	N/A	2.68	N/A	2.73	2.87	2.69	2.77	2.64	N/A
Fall 1993	2.79	D/W	2.40	2.06	1.65	N/A	3.07	N/A	2.57	N/A	2.65	2.83	2.64	2.67	2.52	D/W
Fall 1994	2.74	D/W	2.36	2.15	D/W	N/A	2.40	N/A	2.61	N/A	2.68	2.85	2.65	2.76	2.30	2.58
Graduate																
Fall 1990	3.63	D/W	3.49	N/A	N/A	N/A	D/W	N/A	D/W	N/A	3.40	3.70	3.48	3.77	N/A	N/A
Fall 1991	3.50	3.51	D/W	D/W	N/A	N/A	3.62	D/W	D/W	N/A	3.48	3.16	3.50	3.31	D/W	N/A
Fall 1992	3.37	3.50	3.76	N/A	N/A	N/A	3.20	D/W	D/W	N/A	3.52	3.71	3.45	3.57	N/A	N/A
Fall 1993	3.43	3.55	3.31	N/A	N/A	N/A	3.45	N/A	N/A	N/A	3.64	3.97	3.52	3.72	N/A	N/A
Fall 1994	3.36	3.72	3.56	N/A	N/A	N/A	3.48	D/W	N/A	N/A	3.45	3.90	3.42	3.77	N/A	N/A

NOTES: . All cumulative grade point averages are on a four-point scale.

. Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

. Graduates include masters, specialist, doctoral and unclassified graduate students.

. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.



**Table 2.A**  
**Southern Illinois University at Edwardsville**  
Cumulative Grade Point Average of Students by Racial/Ethnic Category,  
Gender and Disability Status, by Student Level and School  
Fall Terms 1990 - 1994

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF FINE ARTS AND COMM:</b>																
<b>Undergraduate</b>																
Fall 1990	N/A	3.43	2.48	2.39	N/A	D/W	D/W	D/W	2.65	3.47	2.79	3.04	2.76	2.95	D/W	3.35
Fall 1991	D/W	3.22	2.36	2.49	D/W	2.98	D/W	2.64	2.82	D/W	2.77	3.08	2.73	3.01	2.46	3.13
Fall 1992	D/W	3.72	2.39	2.44	D/W	D/W	2.30	D/W	D/W	3.04	2.77	3.06	2.74	2.99	2.66	2.90
Fall 1993	D/W	D/W	2.36	2.68	D/W	N/A	D/W	D/W	D/W	3.43	2.80	3.11	2.75	3.06	2.93	2.82
Fall 1994	D/W	3.13	2.45	2.65	D/W	N/A	2.28	3.03	D/W	3.55	2.78	3.17	2.73	3.10	2.77	3.11
<b>Graduate</b>																
Fall 1990	3.73	3.85	3.70	3.66	D/W	N/A	N/A	N/A	N/A	N/A	3.81	3.77	3.79	3.77	N/A	N/A
Fall 1991	D/W	3.69	3.81	3.54	D/W	D/W	N/A	D/W	N/A	D/W	3.64	3.71	3.65	3.70	D/W	D/W
Fall 1992	3.70	3.83	3.80	3.52	D/W	D/W	D/W	D/W	N/A	N/A	3.66	3.64	3.66	3.64	3.86	N/A
Fall 1993	3.59	3.60	D/W	3.39	N/A	N/A	D/W	D/W	N/A	D/W	3.63	3.76	3.62	3.72	N/A	N/A
Fall 1994	3.74	3.69	D/W	D/W	D/W	N/A	N/A	D/W	N/A	D/W	3.81	3.76	3.79	3.75	D/W	N/A
<b>SCHOOL OF HUMANITIES:</b>																
<b>Undergraduate</b>																
Fall 1990	N/A	N/A	N/A	2.64	N/A	N/A	N/A	D/W	N/A	3.00	3.06	3.28	3.06	3.20	D/W	3.05
Fall 1991	N/A	N/A	D/W	2.58	N/A	N/A	D/W	D/W	D/W	D/W	3.00	3.18	2.98	3.13	D/W	D/W
Fall 1992	D/W	N/A	2.23	2.54	N/A	N/A	N/A	D/W	N/A	N/A	2.94	3.14	2.90	3.07	N/A	D/W
Fall 1993	D/W	N/A	2.56	2.70	N/A	N/A	D/W	N/A	D/W	N/A	2.99	3.11	2.92	3.05	N/A	D/W
Fall 1994	N/A	N/A	2.30	2.68	N/A	N/A	N/A	D/W	D/W	N/A	3.03	3.21	2.93	3.12	N/A	D/W
<b>Graduate</b>																
Fall 1990	N/A	3.80	N/A	3.54	N/A	N/A	N/A	N/A	N/A	N/A	3.61	3.73	3.63	3.72	N/A	N/A
Fall 1991	3.47	3.66	N/A	3.59	N/A	N/A	N/A	N/A	D/W	D/W	3.46	3.63	3.45	3.62	N/A	N/A
Fall 1992	3.47	3.80	N/A	3.26	N/A	N/A	D/W	D/W	N/A	D/W	3.70	3.58	3.66	3.56	D/W	D/W
Fall 1993	3.29	D/W	N/A	D/W	N/A	N/A	N/A	D/W	N/A	N/A	3.69	3.49	3.46	3.51	D/W	D/W
Fall 1994	D/W	3.53	N/A	D/W	N/A	N/A	N/A	D/W	N/A	D/W	3.58	3.55	3.59	3.49	N/A	N/A
<b>SCHOOL OF NURSING:</b>																
<b>Undergraduate</b>																
Fall 1990	N/A	N/A	D/W	2.61	D/W	N/A	N/A	N/A	N/A	D/W	3.00	3.09	2.97	3.04	N/A	D/W
Fall 1991	N/A	D/W	N/A	2.67	D/W	N/A	D/W	D/W	N/A	D/W	3.05	3.13	3.04	3.10	D/W	3.00
Fall 1992	N/A	D/W	2.40	2.49	D/W	N/A	2.75	3.08	N/A	D/W	2.94	3.02	2.92	2.94	D/W	2.66
Fall 1993	D/W	2.71	2.72	2.43	D/W	D/W	2.75	2.96	N/A	2.55	3.00	3.02	2.97	2.92	D/W	D/W
Fall 1994	D/W	N/A	D/W	2.78	N/A	3.52	D/W	3.20	D/W	3.06	3.08	3.20	3.06	3.16	D/W	D/W
<b>Graduate</b>																
Fall 1990	N/A	N/A	N/A	3.46	N/A	N/A	N/A	N/A	N/A	N/A	3.71	3.74	3.71	3.72	N/A	N/A
Fall 1991	N/A	N/A	N/A	3.45	N/A	N/A	N/A	N/A	N/A	N/A	3.64	3.72	3.64	3.70	N/A	N/A
Fall 1992	N/A	N/A	D/W	3.57	N/A	N/A	N/A	N/A	N/A	N/A	3.68	3.63	3.73	3.63	N/A	N/A
Fall 1993	N/A	N/A	N/A	3.36	N/A	N/A	N/A	D/W	N/A	N/A	3.68	3.70	3.68	3.67	N/A	N/A
Fall 1994	N/A	N/A	N/A	3.39	N/A	N/A	N/A	N/A	N/A	D/W	3.82	3.73	3.82	3.70	N/A	N/A

NOTES: . All cumulative grade point averages are on a four-point scale.  
 . Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.  
 . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared students.  
 . Graduates include masters, specialist, doctoral and postdoctoral students.  
 . D/W indicates data withheld in categories with small populations.

Table 2.A

**Southern Illinois University at Edwardsville**  
**Cumulative Grade Point Average of Students by Racial/Ethnic Category,**  
**Gender and Disability Status, by Student Level and School**  
**Fall Terms 1990 - 1994**

	Non-Resid. Alien		Black Non-Hispanic		American Ind./Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF SCIENCES:</b>																
<b>Undergraduate</b>																
Fall 1990	2.98	D/W	2.30	2.56	N/A	N/A	2.88	3.54	2.91	3.03	2.81	3.02	2.79	2.99	D/W	D/W
Fall 1991	2.70	N/A	2.32	2.43	D/W	D/W	3.30	3.55	2.77	D/W	2.81	3.00	2.77	2.95	2.21	D/W
Fall 1992	3.47	D/W	2.39	2.70	N/A	D/W	2.50	3.04	2.63	D/W	2.84	3.00	2.80	2.98	2.73	D/W
Fall 1993	2.62	D/W	2.32	2.73	N/A	D/W	2.62	2.72	2.75	3.14	2.82	2.92	2.78	2.90	2.70	2.83
Fall 1994	2.57	D/W	2.53	2.70	N/A	N/A	2.71	2.23	2.30	2.67	2.75	2.92	2.72	2.86	2.78	D/W
<b>Graduate</b>																
Fall 1990	3.54	3.66	3.43	2.95	D/W	N/A	D/W	D/W	N/A	D/W	3.57	3.65	3.56	3.60	N/A	N/A
Fall 1991	3.71	3.65	3.17	2.96	D/W	N/A	3.32	N/A	D/W	N/A	3.62	3.69	3.60	3.65	D/W	D/W
Fall 1992	3.76	3.58	2.93	3.55	N/A	N/A	3.40	3.33	N/A	D/W	3.51	3.61	3.50	3.60	N/A	D/W
Fall 1993	3.66	3.61	3.60	3.45	N/A	D/W	3.12	3.64	D/W	D/W	3.51	3.55	3.52	3.55	D/W	D/W
Fall 1994	3.39	3.46	3.38	3.18	N/A	D/W	3.30	3.39	N/A	3.68	3.53	3.59	3.50	3.54	N/A	N/A
<b>SCHOOL OF SOCIAL SCIENCES:</b>																
<b>Undergraduate</b>																
Fall 1990	D/W	N/A	2.22	2.35	D/W	D/W	D/W	N/A	D/W	D/W	2.82	2.92	2.76	2.81	2.59	2.61
Fall 1991	D/W	D/W	2.29	2.37	D/W	N/A	D/W	N/A	D/W	D/W	2.84	2.96	2.80	2.85	2.77	2.64
Fall 1992	D/W	D/W	2.42	2.23	D/W	2.85	2.52	D/W	N/A	N/A	2.81	2.96	2.77	2.82	2.71	2.72
Fall 1993	N/A	D/W	2.26	2.34	D/W	D/W	D/W	D/W	D/W	D/W	2.86	2.92	2.81	2.79	2.60	2.81
Fall 1994	D/W	N/A	2.35	2.39	D/W	D/W	N/A	3.01	D/W	N/A	2.85	2.94	2.81	2.80	2.73	2.81
<b>Graduate</b>																
Fall 1990	3.74	3.44	3.03	2.96	N/A	N/A	D/W	N/A	D/W	N/A	3.58	3.52	3.52	3.42	D/W	D/W
Fall 1991	3.71	3.35	3.29	3.19	N/A	N/A	D/W	N/A	D/W	D/W	3.50	3.50	3.48	3.44	D/W	D/W
Fall 1992	D/W	3.53	3.59	3.14	N/A	N/A	D/W	N/A	N/A	D/W	3.51	3.50	3.51	3.45	N/A	D/W
Fall 1993	3.47	3.77	3.37	3.09	N/A	N/A	D/W	N/A	2.83	D/W	3.59	3.51	3.54	3.46	N/A	N/A
Fall 1994	3.66	3.65	3.22	3.40	N/A	N/A	D/W	N/A	D/W	N/A	3.52	3.60	3.47	3.57	D/W	N/A
<b>UNDECLARED/UNCLASSIFIED:</b>																
<b>Undergraduate</b>																
Fall 1990	2.71	3.25	1.88	2.06	2.31	2.66	2.34	2.56	2.45	2.75	2.46	2.70	2.38	2.57	2.31	2.59
Fall 1991	2.58	2.86	1.98	2.13	2.36	2.38	2.64	2.42	2.64	2.73	2.49	2.71	2.43	2.58	2.43	2.37
Fall 1992	2.42	2.33	1.92	1.97	2.03	2.19	2.30	2.26	2.04	2.36	2.37	2.61	2.29	2.43	2.29	2.28
Fall 1993	2.37	2.37	1.88	1.99	1.76	2.99	1.92	2.84	2.13	2.81	2.32	2.55	2.23	2.42	2.39	2.61
Fall 1994	2.39	2.76	1.93	1.96	2.99	2.36	2.38	2.46	2.07	2.50	2.36	2.56	2.29	2.43	2.50	2.68
<b>Graduate</b>																
Fall 1990	N/A	D/W	2.90	3.29	D/W	D/W	2.49	D/W	N/A	D/W	3.37	3.73	3.30	3.68	D/W	N/A
Fall 1991	D/W	N/A	3.29	3.28	D/W	D/W	D/W	D/W	3.28	3.46	3.46	3.72	3.45	3.66	D/W	D/W
Fall 1992	D/W	D/W	2.73	3.34	N/A	N/A	D/W	D/W	D/W	3.66	3.43	3.69	3.35	3.65	N/A	N/A
Fall 1993	D/W	D/W	2.97	3.42	N/A	D/W	2.88	D/W	D/W	D/W	3.39	3.78	3.31	3.74	N/A	D/W
Fall 1994	D/W	N/A	2.77	3.32	N/A	D/W	D/W	3.36	2.00	4.00	3.55	3.79	3.43	3.75	D/W	N/A

## NOTES:

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- Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.
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- Graduates include masters, specialist, doctoral and unclassified graduate students.
- N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.A

**Southern Illinois University at Edwardsville**  
**Cumulative Grade Point Average of Students by Racial/Ethnic Category,**  
**Gender and Disability Status, by Student Level and School**  
**Fall Terms 1990 - 1994**

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>OTHER (BACH. OF LIBERAL STUDIES):</b>																
<b>Undergraduate Only</b>																
Fall 1990	N/A	N/A	2.20	D/W	N/A	N/A	N/A	N/A	N/A	N/A	2.71	3.29	2.56	3.17	N/A	N/A
Fall 1991	N/A	N/A	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	2.45	2.97	2.47	2.95	D/W	N/A
Fall 1992	N/A	N/A	D/W	2.74	N/A	N/A	N/A	N/A	N/A	N/A	2.66	3.12	2.62	3.05	D/W	N/A
Fall 1993	N/A	N/A	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	2.70	2.91	2.59	2.90	D/W	N/A
Fall 1994	N/A	N/A	N/A	2.48	N/A	N/A	N/A	N/A	N/A	N/A	2.69	3.16	2.69	3.01	D/W	N/A
<b>SIUE SUMMARY:</b>																
<b>Undergraduate</b>																
Fall 1990	2.83	3.38	2.06	2.22	2.63	2.74	2.50	2.96	2.56	2.82	2.63	2.89	2.57	2.78	2.49	2.86
Fall 1991	2.69	2.96	2.12	2.25	2.76	2.73	2.65	2.85	2.71	2.93	2.65	2.89	2.60	2.78	2.52	2.68
Fall 1992	2.71	3.12	2.05	2.17	2.41	2.45	2.45	2.75	2.36	2.53	2.59	2.86	2.53	2.72	2.47	2.73
Fall 1993	2.73	2.86	2.04	2.21	2.34	2.62	2.34	2.85	2.29	2.88	2.59	2.81	2.52	2.70	2.58	2.75
Fall 1994	2.59	2.95	2.09	2.20	2.89	2.62	2.47	2.63	2.34	2.71	2.58	2.83	2.52	2.71	2.65	2.81
<b>Graduate</b>																
Fall 1990	3.54	3.71	3.22	3.36	3.50	D/W	2.97	3.34	3.34	3.90	3.50	3.69	3.48	3.67	2.91	D/W
Fall 1991	3.46	3.57	3.31	3.40	3.65	D/W	3.44	3.62	3.37	3.51	3.49	3.69	3.48	3.66	3.46	3.65
Fall 1992	3.41	3.56	3.18	3.38	D/W	D/W	3.37	3.53	3.29	3.71	3.48	3.69	3.45	3.65	3.80	3.73
Fall 1993	3.45	3.58	3.22	3.36	D/W	3.28	3.12	3.55	2.62	3.47	3.46	3.72	3.43	3.68	3.80	3.48
Fall 1994	3.40	3.54	3.18	3.34	3.68	3.40	3.08	3.39	2.70	3.74	3.51	3.74	3.46	3.70	3.50	N/A

## NOTES:

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- Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.
- Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
- Graduates include masters, specialist, doctoral and unclassified graduate students.
- N/A indicates data are not applicable.



## Southern Illinois University at Edwardsville

Percent of Students in Good Standing by Racial/Ethnic Category,  
Gender and Disability Status, by Student Level and School  
Fall Terms 1990 - 1994

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF BUSINESS:</b>																
Undergraduate																
Fall 1990	100%	100%	91%	93%	N/A	D/W	100%	100%	100%	D/W	96%	98%	96%	97%	100%	100%
Fall 1991	100%	100%	92%	89%	D/W	D/W	83%	100%	100%	D/W	94%	98%	94%	97%	100%	100%
Fall 1992	92%	D/W	84%	91%	D/W	D/W	75%	100%	D/W	100%	95%	95%	97%	95%	86%	100%
Fall 1993	100%	100%	83%	94%	D/W	D/W	100%	100%	D/W	100%	97%	98%	94%	97%	100%	D/W
Fall 1994	100%	100%	95%	92%	D/W	100%	75%	80%	D/W	D/W	96%	97%	96%	96%	100%	D/W
Graduate																
Fall 1990	82%	60%	70%	60%	N/A	N/A	100%	50%	100%	D/W	84%	85%	84%	83%	D/W	N/A
Fall 1991	84%	88%	64%	56%	N/A	N/A	100%	D/W	D/W	D/W	82%	85%	82%	83%	N/A	N/A
Fall 1992	74%	78%	74%	75%	N/A	N/A	100%	D/W	67%	D/W	88%	95%	88%	92%	N/A	N/A
Fall 1993	91%	100%	78%	45%	N/A	N/A	80%	N/A	0%	N/A	84%	89%	84%	87%	N/A	N/A
Fall 1994	92%	79%	83%	33%	N/A	N/A	83%	50%	75%	N/A	90%	89%	90%	83%	N/A	N/A
<b>SCHOOL OF EDUCATION:</b>																
Undergraduate																
Fall 1990	N/A	N/A	82%	89%	D/W	D/W	N/A	D/W	D/W	67%	94%	99%	94%	98%	100%	100%
Fall 1991	N/A	N/A	82%	92%	D/W	D/W	N/A	D/W	100%	100%	91%	98%	91%	98%	100%	78%
Fall 1992	N/A	D/W	76%	88%	N/A	D/W	100%	100%	100%	100%	91%	98%	91%	97%	100%	100%
Fall 1993	N/A	D/W	67%	95%	N/A	D/W	D/W	100%	D/W	83%	95%	98%	95%	98%	100%	92%
Fall 1994	N/A	D/W	85%	94%	D/W	D/W	67%	N/A	100%	86%	94%	98%	94%	98%	100%	100%
Graduate																
Fall 1990	D/W	67%	80%	89%	D/W	D/W	D/W	N/A	N/A	100%	97%	98%	97%	97%	D/W	N/A
Fall 1991	D/W	100%	100%	94%	D/W	N/A	N/A	D/W	N/A	N/A	99%	98%	99%	98%	N/A	N/A
Fall 1992	D/W	D/W	100%	100%	D/W	D/W	N/A	D/W	N/A	D/W	100%	100%	99%	100%	N/A	N/A
Fall 1993	D/W	100%	100%	95%	N/A	D/W	N/A	D/W	N/A	N/A	95%	100%	95%	100%	D/W	N/A
Fall 1994	100%	100%	D/W	100%	D/W	D/W	N/A	D/W	67%	D/W	100%	100%	98%	100%	N/A	N/A
<b>SCHOOL OF ENGINEERING:</b>																
Undergraduate																
Fall 1990	80%	N/A	77%	79%	D/W	N/A	83%	D/W	83%	N/A	94%	100%	92%	96%	88%	N/A
Fall 1991	86%	D/W	69%	83%	D/W	N/A	100%	N/A	100%	N/A	96%	97%	94%	94%	100%	N/A
Fall 1992	96%	D/W	65%	88%	D/W	N/A	75%	N/A	100%	N/A	92%	94%	90%	92%	100%	N/A
Fall 1993	89%	D/W	79%	74%	67%	N/A	100%	N/A	67%	N/A	91%	94%	89%	90%	100%	D/W
Fall 1994	80%	D/W	66%	83%	D/W	N/A	62%	N/A	88%	N/A	89%	91%	86%	90%	83%	67%
Graduate																
Fall 1990	90%	D/W	100%	N/A	N/A	N/A	D/W	N/A	D/W	N/A	91%	75%	91%	80%	N/A	N/A
Fall 1991	81%	100%	D/W	D/W	N/A	N/A	100%	D/W	D/W	N/A	93%	86%	88%	92%	D/W	N/A
Fall 1992	92%	80%	100%	N/A	N/A	N/A	75%	D/W	D/W	N/A	91%	100%	92%	92%	N/A	N/A
Fall 1993	96%	100%	67%	N/A	N/A	N/A	100%	N/A	N/A	N/A	98%	100%	96%	100%	N/A	N/A
Fall 1994	94%	100%	67%	N/A	N/A	N/A	100%	D/W	N/A	N/A	95%	100%	94%	100%	N/A	N/A

## NOTES:

- Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.
- Fall 1992 - 1994 figures are reported from end-of-term academic action on the new student system; prior terms reflect academic action values reported in the old record system.
- Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
- Graduates include masters, specialist, doctoral and unclassified graduate students.
- N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.



**Table 2.B**  
**Southern Illinois University at Edwardsville**  
 Percent of Students in Good Standing by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School  
 Fall Terms 1990 - 1994

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF FINE ARTS AND COMM:</b>																
<b>Undergraduate</b>																
Fall 1990	N/A	100%	83%	78%	N/A	D/W	D/W	D/W	100%	100%	94%	98%	93%	95%	D/W	100%
Fall 1991	D/W	80%	81%	87%	D/W	100%	D/W	100%	D/W	D/W	94%	98%	93%	96%	83%	100%
Fall 1992	D/W	100%	92%	83%	D/W	D/W	100%	D/W	100%	D/W	93%	96%	93%	94%	100%	88%
Fall 1993	D/W	D/W	74%	96%	D/W	N/A	100%	D/W	100%	D/W	94%	97%	92%	97%	100%	100%
Fall 1994	D/W	100%	83%	87%	D/W	N/A	100%	83%	D/W	100%	91%	96%	90%	94%	100%	90%
<b>Graduate</b>																
Fall 1990	100%	100%	100%	91%	D/W	N/A	N/A	N/A	N/A	N/A	97%	96%	98%	96%	N/A	N/A
Fall 1991	D/W	67%	100%	100%	D/W	D/W	N/A	D/W	N/A	D/W	87%	95%	87%	94%	D/W	D/W
Fall 1992	100%	100%	100%	90%	D/W	D/W	N/A	D/W	N/A	N/A	88%	95%	90%	95%	100%	N/A
Fall 1993	80%	100%	D/W	92%	N/A	N/A	D/W	D/W	N/A	D/W	93%	98%	92%	98%	N/A	N/A
Fall 1994	100%	100%	D/W	D/W	D/W	N/A	N/A	D/W	N/A	D/W	100%	99%	100%	99%	D/W	N/A
<b>SCHOOL OF HUMANITIES:</b>																
<b>Undergraduate</b>																
Fall 1990	N/A	N/A	N/A	93%	N/A	N/A	N/A	D/W	N/A	100%	95%	100%	95%	99%	D/W	100%
Fall 1991	N/A	N/A	D/W	100%	N/A	N/A	N/A	D/W	D/W	D/W	94%	99%	95%	91%	D/W	D/W
Fall 1992	D/W	N/A	100%	100%	N/A	N/A	N/A	D/W	N/A	N/A	93%	99%	94%	99%	N/A	D/W
Fall 1993	D/W	N/A	100%	100%	N/A	N/A	N/A	D/W	N/A	N/A	95%	97%	94%	98%	N/A	D/W
Fall 1994	N/A	N/A	80%	93%	N/A	N/A	N/A	D/W	N/A	N/A	98%	95%	94%	95%	N/A	D/W
<b>Graduate</b>																
Fall 1990	N/A	86%	N/A	80%	N/A	N/A	N/A	D/W	N/A	N/A	88%	94%	86%	93%	N/A	N/A
Fall 1991	100%	100%	N/A	100%	N/A	N/A	N/A	N/A	N/A	D/W	83%	95%	89%	96%	N/A	N/A
Fall 1992	100%	100%	N/A	83%	N/A	N/A	D/W	D/W	N/A	D/W	100%	96%	100%	95%	D/W	D/W
Fall 1993	75%	D/W	N/A	D/W	N/A	N/A	N/A	D/W	N/A	D/W	94%	90%	88%	91%	D/W	D/W
Fall 1994	D/W	100%	N/A	D/W	N/A	N/A	N/A	D/W	N/A	D/W	90%	94%	91%	93%	N/A	N/A
<b>SCHOOL OF NURSING:</b>																
<b>Undergraduate</b>																
Fall 1990	N/A	N/A	D/W	97%	D/W	N/A	N/A	100%	N/A	D/W	96%	100%	97%	99%	N/A	D/W
Fall 1991	N/A	D/W	N/A	95%	D/W	N/A	D/W	100%	N/A	D/W	97%	100%	97%	100%	D/W	100%
Fall 1992	N/A	D/W	67%	86%	D/W	D/W	100%	100%	N/A	40%	93%	97%	98%	95%	100%	80%
Fall 1993	D/W	100%	80%	89%	D/W	D/W	100%	100%	N/A	71%	98%	96%	97%	95%	D/W	D/W
Fall 1994	D/W	N/A	D/W	100%	N/A	100%	D/W	100%	D/W	100%	98%	99%	98%	99%	D/W	D/W
<b>Graduate</b>																
Fall 1990	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A	100%	94%	100%	95%	N/A	N/A
Fall 1991	N/A	N/A	N/A	83%	N/A	N/A	N/A	N/A	N/A	N/A	100%	94%	100%	93%	N/A	N/A
Fall 1992	N/A	N/A	D/W	100%	N/A	N/A	N/A	D/W	N/A	N/A	100%	98%	100%	98%	N/A	N/A
Fall 1993	N/A	N/A	N/A	89%	N/A	N/A	N/A	D/W	N/A	N/A	100%	98%	100%	97%	N/A	N/A
Fall 1994	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	D/W	100%	96%	100%	96%	N/A	N/A

**NOTES:** Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.  
 Fall 1992 - 1994 figures are reported from end-of-term academic action on the new student system; prior terms reflect academic action values reported in the old record system.  
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 Graduates include masters, specialist, doctoral and undeclared postgraduate students.  
 D/W indicates data withheld in categories with fewer than 3 students.

SCHOOL OF SCIENCES:

	Non-Resid. Alien		Black		American Ind./		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men		Men		Men		Men		Men		Men		Men		Men	
	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women	Women
Undergraduate																
Fall 1990	100%	D/W	75%	83%	N/A	N/A	100%	100%	100%	100%	92%	97%	91%	96%	D/W	D/W
Fall 1991	100%	N/A	80%	88%	D/W	D/W	100%	100%	100%	D/W	94%	97%	93%	96%	67%	D/W
Fall 1992	100%	D/W	83%	91%	N/A	D/W	75%	88%	83%	D/W	92%	95%	91%	94%	100%	100%
Fall 1993	88%	D/W	90%	94%	N/A	D/W	100%	100%	100%	100%	94%	96%	94%	96%	100%	100%
Fall 1994	89%	D/W	90%	91%	N/A	N/A	100%	60%	80%	80%	90%	85%	90%	88%	100%	D/W
Graduate																
Fall 1990	86%	75%	80%	50%	N/A	N/A	D/W	D/W	N/A	D/W	92%	95%	90%	89%	N/A	N/A
Fall 1991	70%	88%	57%	50%	N/A	N/A	100%	N/A	D/W	N/A	94%	93%	87%	90%	D/W	D/W
Fall 1992	100%	100%	63%	100%	N/A	N/A	100%	100%	N/A	D/W	91%	96%	91%	97%	N/A	D/W
Fall 1993	92%	100%	100%	100%	N/A	D/W	80%	100%	D/W	D/W	100%	92%	92%	93%	D/W	D/W
Fall 1994	93%	92%	89%	67%	N/A	D/W	80%	100%	N/A	100%	94%	96%	93%	94%	N/A	N/A

SCHOOL OF SOCIAL SCIENCES:

Undergraduate																
Fall 1990	D/W	N/A	77%	82%	D/W	D/W	D/W	N/A	D/W	D/W	93%	96%	91%	93%	100%	86%
Fall 1991	D/W	D/W	77%	88%	D/W	N/A	D/W	N/A	D/W	D/W	95%	97%	94%	95%	100%	100%
Fall 1992	D/W	D/W	94%	75%	D/W	75%	100%	D/W	D/W	N/A	95%	97%	95%	92%	100%	100%
Fall 1993	N/A	D/W	81%	94%	D/W	D/W	D/W	D/W	D/W	D/W	97%	93%	96%	93%	82%	89%
Fall 1994	D/W	N/A	77%	94%	D/W	D/W	N/A	100%	D/W	N/A	95%	96%	94%	96%	100%	100%
Graduate																
Fall 1990	80%	60%	63%	57%	N/A	N/A	D/W	N/A	D/W	N/A	94%	94%	90%	85%	D/W	D/W
Fall 1991	75%	80%	73%	76%	N/A	N/A	D/W	N/A	N/A	D/W	85%	86%	83%	84%	D/W	D/W
Fall 1992	D/W	100%	86%	87%	N/A	N/A	D/W	N/A	N/A	D/W	95%	94%	94%	93%	N/A	D/W
Fall 1993	80%	100%	88%	80%	N/A	N/A	D/W	N/A	D/W	D/W	93%	94%	91%	92%	N/A	N/A
Fall 1994	100%	100%	100%	79%	N/A	N/A	D/W	N/A	D/W	N/A	89%	92%	89%	90%	D/W	N/A

UNDECLARED/UNCLASSIFIED:

Undergraduate																
Fall 1990	94%	100%	54%	63%	50%	82%	70%	93%	76%	79%	78%	85%	74%	80%	67%	80%
Fall 1991	83%	91%	60%	66%	83%	63%	88%	90%	89%	92%	79%	86%	77%	81%	76%	74%
Fall 1992	77%	80%	61%	60%	67%	67%	76%	63%	68%	72%	74%	82%	71%	76%	70%	74%
Fall 1993	74%	73%	55%	63%	60%	86%	52%	80%	58%	90%	73%	80%	69%	76%	75%	78%
Fall 1994	74%	100%	60%	62%	88%	71%	71%	73%	52%	85%	73%	80%	71%	76%	85%	89%
Graduate																
Fall 1990	N/A	D/W	47%	65%	D/W	D/W	43%	D/W	N/A	D/W	71%	82%	68%	80%	D/W	N/A
Fall 1991	D/W	N/A	67%	70%	D/W	D/W	D/W	D/W	100%	80%	72%	86%	72%	84%	D/W	D/W
Fall 1992	D/W	D/W	60%	88%	N/A	N/A	D/W	D/W	D/W	100%	88%	96%	85%	95%	N/A	N/A
Fall 1993	D/W	D/W	80%	91%	N/A	D/W	75%	D/W	D/W	100%	86%	97%	84%	97%	N/A	D/W
Fall 1994	D/W	N/A	50%	77%	N/A	D/W	D/W	100%	67%	100%	91%	97%	86%	96%	D/W	N/A

NOTES: . Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.  
 . Fall 1992 - 1994 figures are reported from end-of-term academic action on the new student system; prior terms reflect academic action values reported in the old record system.  
 . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 . Graduates include masters, specialist, doctoral and undeclared graduate students.  
 . N/A Indicates data are not applicable; D/W Indicates data withheld in categories with fewer than 3 students.



Table 2.B

**Southern Illinois University at Edwardsville**  
 Percent of Students in Good Standing by Racial/Ethnic Category,  
 Gender and Disability Status, by Student Level and School  
 Fall Terms 1990 - 1994

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1990	N/A	N/A	100%	D/W	N/A	N/A	N/A	N/A	N/A	N/A	100%	90%	100%	92%	N/A	N/A
Fall 1991	N/A	N/A	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	92%	78%	93%	82%	D/W	N/A
Fall 1992	N/A	N/A	D/W	100%	N/A	N/A	N/A	N/A	N/A	N/A	92%	94%	93%	95%	D/W	N/A
Fall 1993	N/A	N/A	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	91%	100%	D/W	N/A
Fall 1994	N/A	N/A	N/A	25%	N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	100%	86%	D/W	N/A
SIUE SUMMARY:																
Undergraduate																
Fall 1990	95%	100%	82%	86%	90%	76%	92%	99%	94%	93%	96%	96%	92%	94%	94%	96%
Fall 1991	95%	95%	82%	89%	98%	92%	96%	99%	99%	99%	93%	95%	92%	94%	83%	94%
Fall 1992	87%	95%	68%	70%	76%	82%	82%	83%	81%	78%	85%	91%	83%	87%	84%	89%
Fall 1993	87%	88%	63%	75%	79%	88%	77%	89%	68%	90%	85%	90%	82%	87%	88%	85%
Fall 1994	80%	100%	67%	73%	93%	89%	74%	79%	72%	88%	84%	88%	81%	85%	91%	89%
Graduate																
Fall 1990	90%	84%	78%	74%	75%	D/W	85%	50%	100%	100%	91%	91%	90%	89%	50%	D/W
Fall 1991	72%	89%	80%	81%	100%	D/W	93%	100%	100%	95%	88%	91%	87%	90%	80%	100%
Fall 1992	91%	93%	75%	91%	D/W	D/W	95%	93%	80%	100%	92%	97%	91%	96%	100%	100%
Fall 1993	92%	100%	85%	85%	D/W	67%	86%	92%	36%	100%	90%	97%	89%	96%	100%	80%
Fall 1994	93%	91%	79%	81%	100%	D/W	76%	86%	70%	100%	93%	97%	91%	96%	67%	N/A

## NOTES:

- Fall term population reflects 10th Day headcounts. Beginning with Fall 1992, data include on- and off-campus enrollments; prior terms include on-campus students only.
- Fall 1992 - 1994 figures are reported from end-of-term academic action on the new student system; prior terms reflect academic action values reported in the old record system.
- Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
- Graduates include masters, specialist, doctoral and unclassified graduate students.
- N/A indicates data are not applicable. D/W indicates data were withdrawn.

Table 3.A

**Southern Illinois University at Edwardsville**  
**Degrees Completed by Racial/Ethnic Category, Gender and Disability Status**  
**by Student Level and School**  
**July 1, 1989 - June 30, 1994**

	Non-Resid. Alien		Black		American Ind./		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Men		Men		Non-Hispanic		Men		Men	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF BUSINESS:</b>																
Undergraduate																
FY 1990	1	0	13	9	0	0	6	5	2	1	174	176	196	191	1	0
FY 1991	0	2	14	16	0	0	5	5	4	0	169	192	192	215	1	1
FY 1992	2	3	10	20	0	0	1	3	1	1	170	169	184	196	4	0
FY 1993	2	1	10	23	0	0	1	2	1	1	169	162	183	189	2	2
FY 1994	5	0	10	15	1	1	0	0	0	1	132	121	148	138	0	0
Graduate																
FY 1990	8	3	5	3	0	0	7	2	0	0	93	51	113	59	0	0
FY 1991	10	1	6	3	0	0	7	1	4	1	71	44	98	50	0	0
FY 1992	12	7	7	4	0	0	1	0	2	0	75	44	97	55	0	0
FY 1993	14	6	3	5	0	0	5	1	1	1	98	44	121	57	0	0
FY 1994	12	5	11	1	0	0	0	1	1	0	90	36	114	43	0	0
<b>SCHOOL OF DENTAL MEDICINE:</b>																
Professional																
FY 1990	0	0	2	0	0	0	3	3	0	0	30	9	35	12	0	0
FY 1991	0	0	1	0	0	0	3	1	0	2	30	3	34	6	0	0
FY 1992	0	0	0	0	0	0	2	1	0	0	24	8	26	9	0	0
FY 1993	0	0	2	1	0	0	2	1	1	0	21	6	26	8	0	0
FY 1994	0	0	0	1	1	0	2	0	0	1	20	11	23	13	0	0
Specialty Certificate																
FY 1990	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0
FY 1991	0	0	2	0	0	0	0	2	0	0	4	0	6	2	0	0
FY 1992	0	0	1	1	0	0	0	0	0	0	6	1	7	2	0	0
FY 1993	0	0	0	0	0	0	0	1	0	0	1	3	1	4	0	0
FY 1994	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>SCHOOL OF EDUCATION:</b>																
Undergraduate																
FY 1990	0	0	4	4	0	1	0	0	1	0	34	197	39	202	0	2
FY 1991	0	0	4	13	0	0	1	0	0	1	32	227	37	241	0	0
FY 1992	0	0	1	17	1	2	0	0	1	0	59	313	62	332	1	1
FY 1993	0	1	3	16	1	1	0	1	1	3	46	187	51	209	0	4
FY 1994	0	0	5	20	0	0	0	1	0	4	52	215	57	240	3	6
Graduate																
FY 1990	1	1	3	10	0	1	1	2	0	1	53	130	58	145	0	0
FY 1991	0	2	4	6	0	0	0	2	0	2	40	163	44	175	0	1
FY 1992	2	1	1	9	1	1	0	0	1	0	48	165	53	176	1	1
FY 1993	1	2	1	11	1	0	0	1	0	0	51	138	54	152	0	0
FY 1994	0	1	0	12	0	0	0	1	0	3	43	175	43	192	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 Graduates include masters, specialist, doctoral and unclassified graduate students.



Table 3.A

**Southern Illinois University at Edwardsville**  
**Degrees Completed by Racial/Ethnic Category, Gender and Disability Status**  
 by Student Level and School  
 July 1, 1989 - June 30, 1994

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SCHOOL OF ENGINEERING:</b>																
<b>Undergraduate</b>																
FY 1990	5	0	4	0	0	0	9	0	0	0	92	12	110	12	3	0
FY 1991	3	1	5	3	0	0	6	0	0	0	105	15	119	19	4	0
FY 1992	4	0	4	4	2	0	3	1	1	0	89	17	103	22	1	0
FY 1993	6	0	4	2	0	0	2	0	1	0	114	21	127	23	0	0
FY 1994	5	0	5	4	0	0	1	0	4	0	71	13	86	17	2	0
<b>Graduate</b>																
FY 1990	1	1	0	0	0	0	10	0	0	0	6	0	17	1	0	0
FY 1991	5	0	1	0	0	0	4	1	0	0	7	0	17	1	0	0
FY 1992	16	1	1	0	0	0	1	0	1	0	12	1	31	2	0	0
FY 1993	13	2	1	0	0	0	3	1	0	0	14	3	31	6	0	0
FY 1994	26	2	0	0	0	0	2	0	1	0	10	2	39	4	0	0
<b>SCHOOL OF FINE ARTS AND COMM:</b>																
<b>Undergraduate</b>																
FY 1990	0	0	4	9	0	1	0	0	2	2	65	84	71	96	1	0
FY 1991	0	0	10	12	0	0	0	3	0	1	53	89	63	105	0	0
FY 1992	0	1	3	11	0	1	0	1	2	2	56	107	61	123	1	1
FY 1993	0	2	4	12	0	0	1	0	2	1	74	100	81	115	2	2
FY 1994	1	0	6	13	1	0	0	1	2	0	62	106	72	120	3	0
<b>Graduate</b>																
FY 1990	0	1	0	4	0	0	0	1	0	0	11	32	11	38	0	0
FY 1991	2	0	3	5	0	0	1	0	0	0	10	47	16	52	0	0
FY 1992	4	2	1	2	1	0	0	0	1	1	11	68	18	73	0	0
FY 1993	0	3	1	5	0	0	0	2	0	0	18	57	19	67	1	0
FY 1994	3	1	2	5	0	1	1	0	0	0	16	48	22	55	0	0
<b>SCHOOL OF HUMANITIES:</b>																
<b>Undergraduate</b>																
FY 1990	0	0	1	1	0	0	0	0	0	0	18	24	19	25	2	0
FY 1991	0	0	0	3	0	0	0	0	0	0	8	27	8	30	0	0
FY 1992	0	0	1	4	0	0	0	0	2	2	14	41	15	47	1	2
FY 1993	0	0	0	3	0	0	1	1	1	1	10	32	11	37	0	0
FY 1994	1	0	0	3	0	1	0	0	1	0	13	19	15	23	0	0
<b>Graduate</b>																
FY 1990	0	2	1	1	0	0	1	0	0	0	3	7	5	10	0	0
FY 1991	0	0	0	1	0	0	0	1	0	0	3	8	3	10	0	0
FY 1992	1	1	0	0	0	0	1	0	0	0	7	10	9	11	0	0
FY 1993	2	2	0	2	0	0	0	0	0	1	3	11	5	16	0	0
FY 1994	1	0	0	0	0	0	0	0	0	0	8	9	9	9	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students. Graduates include masters, specialist, doctoral and undeclared students.

Table 3.A

**Southern Illinois University at Edwardsville**  
**Degrees Completed by Racial/Ethnic Category, Gender and Disability Status**  
 by Student Level and School  
 July 1, 1989 - June 30, 1994

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF NURSING:																
Undergraduate																
FY 1990	0	0	1	13	0	0	0	0	0	0	7	104	8	117	0	1
FY 1991	0	0	1	11	0	0	0	3	0	0	6	115	7	129	0	0
FY 1992	0	0	0	8	0	0	0	1	0	0	10	99	10	108	0	1
FY 1993	0	0	0	10	0	0	0	1	0	1	11	127	11	139	1	2
FY 1994	0	2	0	5	2	0	1	2	0	0	20	134	23	143	0	0
Graduate																
FY 1990	0	0	0	4	0	0	0	1	0	1	1	32	1	38	0	0
FY 1991	0	0	0	2	0	0	0	0	0	0	4	49	4	51	0	0
FY 1992	0	0	0	3	0	0	0	0	0	0	0	33	0	36	0	0
FY 1993	0	0	0	0	0	0	0	0	0	0	2	39	2	39	0	0
FY 1994	0	0	0	6	0	0	0	1	0	0	1	23	1	30	0	0
SCHOOL OF SCIENCES:																
Undergraduate																
FY 1990	0	0	3	6	0	0	1	1	3	1	61	34	68	42	0	0
FY 1991	1	0	3	2	0	0	1	2	1	0	60	53	66	57	1	0
FY 1992	2	0	3	4	0	0	3	2	1	0	71	57	80	63	0	0
FY 1993	3	0	4	3	0	1	3	2	0	0	59	42	69	48	3	0
FY 1994	3	0	3	3	0	0	1	2	0	1	56	52	63	58	2	1
Graduate																
FY 1990	7	5	1	1	0	0	5	2	1	0	22	13	36	21	0	0
FY 1991	6	2	0	0	0	0	2	1	0	0	14	12	22	15	0	0
FY 1992	13	1	1	0	0	0	0	0	0	0	14	18	28	19	0	0
FY 1993	10	2	0	2	0	0	1	0	1	0	29	19	41	23	0	0
FY 1994	10	1	1	0	0	0	1	2	0	0	28	15	40	18	1	0
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
FY 1990	0	0	2	5	1	0	0	0	1	1	36	53	40	59	1	1
FY 1991	0	0	7	10	0	0	0	0	1	0	55	67	63	77	3	3
FY 1992	0	0	6	10	1	1	0	0	0	2	66	62	73	75	0	1
FY 1993	1	0	4	13	0	0	0	0	0	0	64	55	69	68	4	3
FY 1994	0	0	7	7	0	1	1	0	2	0	61	64	71	72	4	2
Graduate																
FY 1990	1	0	3	1	0	0	2	1	0	0	12	18	18	20	0	0
FY 1991	4	1	4	1	0	0	0	4	1	0	20	12	29	18	0	1
FY 1992	3	0	4	3	0	0	0	0	0	0	20	17	27	20	1	0
FY 1993	0	0	2	6	0	0	0	0	0	0	23	18	25	24	0	0
FY 1994	1	3	1	6	0	0	0	0	0	0	31	22	33	31	0	1

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.  
 Graduates include masters, specialist, doctoral and unclassified graduate students.

**Table 3.A**  
**Southern Illinois University at Edwardsville**  
**Degrees Completed by Racial/Ethnic Category, Gender and Disability Status**  
**by Student Level and School**  
**July 1, 1989 - June 30, 1994**

OTHER (BACH. OF LIBERAL STUDIES):	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate Only																
FY 1990	0	0	0	1	0	0	0	0	0	0	3	2	3	3	0	0
FY 1991	0	0	0	4	0	0	0	0	0	0	3	5	3	9	0	0
FY 1992	0	0	4	1	0	0	0	0	0	0	2	5	6	6	0	0
FY 1993	0	0	2	0	0	0	0	0	0	0	3	9	5	9	0	0
FY 1994	0	0	1	6	0	0	0	0	0	0	2	7	3	13	0	0
SIUE SUMMARY:																
Undergraduate																
FY 1990	6	0	32	48	1	2	16	6	9	5	490	686	554	747	8	4
FY 1991	4	3	44	74	0	0	13	13	6	2	491	790	558	882	9	4
FY 1992	8	4	32	79	4	4	7	8	6	7	537	870	594	972	8	6
FY 1993	12	4	31	82	1	2	7	7	6	7	550	735	607	837	12	13
FY 1994	15	2	37	76	4	3	4	6	9	6	469	731	538	824	14	9
Graduate																
FY 1990	18	13	16	24	0	1	29	13	1	2	232	293	296	346	0	0
FY 1991	27	6	21	18	0	0	17	13	5	5	203	338	273	380	0	2
FY 1992	51	13	16	22	2	1	5	1	5	1	217	365	296	403	2	1
FY 1993	40	17	10	32	1	0	11	7	3	2	260	338	325	396	1	0
FY 1994	53	13	15	31	1	1	6	5	2	4	247	341	324	395	1	1

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared students.  
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.B  
**Southern Illinois University at Edwardsville**  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 Black, Non-Hispanic Males

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1983	55	Graduated By:	0	0	1	2	3	3	6	7	7
		Still Enrolled In:	34	26	21	13	14	11	6	5	4
		Sum	34	26	22	15	17	14	12	12	11
		Non-persisters	21	29	33	40	38	41	43	43	44
1984	77	Graduated By:	0	0	3	5	8	10	15	16	16
		Still Enrolled In:	45	34	21	14	10	7	2	1	1
		Sum	45	34	24	19	18	17	17	17	17
		Non-persisters	32	43	53	58	59	60	60	60	60
1985	72	Graduated By:	0	0	0	4	8	8	10	12	
		Still Enrolled In:	32	24	22	18	10	7	5	2	
		Sum	32	24	22	22	18	15	15	14	
		Non-persisters	40	48	50	50	54	57	57	58	
1986	53	Graduated By:	0	0	2	3	3	6	7		
		Still Enrolled In:	33	19	11	9	11	7	6		
		Sum	33	19	13	12	14	13	13		
		Non-persisters	20	34	40	41	39	40	40		
1987	60	Graduated By:	0	0	3	3	4	5			
		Still Enrolled In:	35	19	15	15	13	7	7		
		Sum	35	19	18	18	17	12	12		
		Non-persisters	25	41	42	42	43	48			
1988	61	Graduated By:	0	0	0	2	7				
		Still Enrolled In:	41	38	30	22	14				
		Sum	41	38	30	24	21				
		Non-persisters	20	23	31	37	40				
1989	56	Graduated By:	0	0	1	3					
		Still Enrolled In:	38	23	20	14					
		Sum	38	23	21	17					
		Non-persisters	18	33	35	39					
1990	55	Graduated By:	0	0	0						
		Still Enrolled In:	34	24	20						
		Sum	34	24	20						
		Non-persisters	21	31	35						
1991	82	Graduated By:	0	0							
		Still Enrolled In:	49	36							
		Sum	49	36							
		Non-persisters	33	46							
1992	69	Graduated By:	0								
		Still Enrolled In:	49								
		Sum	49								
		Non-persisters	20								

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.  
 'Years' are comprised of summer through spring terms.  
 'Sum' indicates the number of students graduated by or still enrolled during the designated year.



Table 3.B  
**Southern Illinois University at Edwardsville**  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 Black, Non-Hispanic Females

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1983	110	Graduated By:	0	0	2	7	14	18	20	20	20
		Still Enrolled in:	71	45	35	22	13	6	2	1	0
		Sum	71	45	37	29	27	24	22	21	20
1984	157	Non-persisters	39	65	73	81	83	86	88	89	90
		Graduated By:	0	0	1	7	11	15	18	18	19
		Still Enrolled in:	97	65	44	26	17	10	2	3	2
1985	141	Sum	97	65	45	33	28	25	20	21	21
		Non-persisters	60	92	112	124	129	132	137	136	136
		Graduated By:	0	0	0	0	6	10	12	15	15
1986	141	Still Enrolled in:	73	44	34	37	25	19	14	8	8
		Sum	73	44	34	37	31	29	26	23	23
		Non-persisters	68	97	107	104	110	112	115	118	118
1987	123	Graduated By:	0	0	1	4	16	19	23	19	19
		Still Enrolled in:	88	64	46	41	20	17	9	3	2
		Sum	88	64	47	45	36	36	32	23	21
1988	104	Non-persisters	53	77	94	96	105	105	109	118	136
		Graduated By:	0	0	2	12	22	28	23	15	15
		Still Enrolled in:	80	67	59	46	30	16	14	8	8
1989	123	Sum	80	67	61	58	52	44	36	23	23
		Non-persisters	43	56	62	65	71	79	32	23	23
		Graduated By:	0	0	3	8	13	13	105	118	118
1990	129	Still Enrolled in:	69	51	40	29	17	17	9	3	2
		Sum	69	51	43	37	30	30	32	23	21
		Non-persisters	35	53	61	67	74	79	109	118	136
1991	135	Graduated By:	0	0	2	7	14	18	20	20	20
		Still Enrolled in:	87	66	55	39	27	24	22	21	20
		Sum	87	66	57	46	46	44	42	41	40
1992	143	Non-persisters	42	63	72	77	74	79	109	118	136
		Graduated By:	0	0	1	7	14	18	20	20	20
		Still Enrolled in:	90	69	51	39	27	24	22	21	20
1993	143	Sum	90	69	52	46	46	44	42	41	40
		Non-persisters	33	54	71	77	74	79	109	118	136
		Graduated By:	0	0	2	7	14	18	20	20	20
1994	143	Still Enrolled in:	87	66	55	39	27	24	22	21	20
		Sum	87	66	57	46	46	44	42	41	40
		Non-persisters	42	63	72	77	74	79	109	118	136
1995	143	Graduated By:	0	0	1	7	14	18	20	20	20
		Still Enrolled in:	90	69	51	39	27	24	22	21	20
		Sum	90	69	52	46	46	44	42	41	40
1996	143	Non-persisters	33	54	71	77	74	79	109	118	136
		Graduated By:	0	0	2	7	14	18	20	20	20
		Still Enrolled in:	87	66	55	39	27	24	22	21	20
1997	143	Sum	87	66	57	46	46	44	42	41	40
		Non-persisters	42	63	72	77	74	79	109	118	136
		Graduated By:	0	0	1	7	14	18	20	20	20
1998	143	Still Enrolled in:	90	69	51	39	27	24	22	21	20
		Sum	90	69	52	46	46	44	42	41	40
		Non-persisters	33	54	71	77	74	79	109	118	136

NOTES:

'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.  
 'Years' are comprised of summer through spring terms.

Table 3.B  
**Southern Illinois University at Edwardsville**  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

## Hispanic Males

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1983	2	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	1	0	0	0	0	0	0	0	0
		Sum	1	0	0	0	0	0	0	0	0
		Non-persisters	1	2	2	2	2	2	2	2	2
		Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	1	0	1	0	0	0	0	0	0
1984	1	Sum	1	0	1	0	0	0	0	0	0
		Non-persisters	0	1	0	1	1	1	1	1	1
		Graduated By:	0	0	1	3	4	4	4	4	4
	5	Still Enrolled in:	4	4	3	1	0	0	0	0	0
		Sum	4	4	4	4	4	4	4	4	4
		Non-persisters	1	1	1	1	1	1	1	1	1
		Graduated By:	0	0	0	0	1	1	1	1	1
		Still Enrolled In:	4	2	2	2	0	0	0	0	0
		Sum	4	2	2	2	1	1	1	1	1
1986	5	Non-persisters	1	3	3	3	4	4	4	4	4
		Graduated By:	0	0	0	1	1	1	1	1	1
		Still Enrolled In:	4	2	2	2	0	0	0	0	0
	4	Sum	3	3	1	1	1	1	1	1	1
		Non-persisters	1	1	3	3	3	3	3	3	3
		Graduated By:	0	0	0	1	1	1	1	1	1
	8	Still Enrolled In:	3	3	1	0	0	0	0	0	0
		Sum	3	3	1	1	1	1	1	1	1
		Non-persisters	1	1	3	3	3	3	3	3	3
1988	8	Graduated By:	0	0	0	2	3	3	3	3	3
		Still Enrolled In:	7	6	5	4	1	1	1	1	1
		Sum	7	6	5	6	4	4	4	4	4
		Non-persisters	1	2	3	2	4	4	4	4	4
		Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	1	1	1	1	1	1	1	1	1
1989	2	Sum	1	1	1	1	1	1	1	1	1
		Non-persisters	1	1	1	1	1	1	1	1	1
		Graduated By:	0	0	0	0	0	0	0	0	0
	7	Still Enrolled In:	1	1	1	1	1	1	1	1	1
		Sum	1	1	1	1	1	1	1	1	1
		Non-persisters	1	1	1	1	1	1	1	1	1
1990	7	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	6	4	4	4	4	4	4	4	4
		Sum	6	4	4	4	4	4	4	4	4
	6	Non-persisters	1	3	3	2	3	3	3	3	3
		Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	4	2	2	2	2	2	2	2	2
1991	6	Sum	4	2	2	2	4	4	4	4	4
		Non-persisters	2	2	3	3	3	3	3	3	3
		Graduated By:	0	0	0	0	0	0	0	0	0
	3	Still Enrolled in:	0	0	0	0	0	0	0	0	0
		Sum	0	0	0	0	0	0	0	0	0
		Non-persisters	0	0	0	0	0	0	0	0	0
1992	3	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	0	0	0	0	0	0	0	0	0
		Sum	0	0	0	0	0	0	0	0	0
		Non-persisters	3	4	4	4	4	4	4	4	4

NOTES:

- 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.
- 'Years' are comprised of summer through spring terms.
- 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B  
*Southern Illinois University at Edwardsville*  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 Hispanic Females

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1983	2	Graduated By:	0	0	0	1	1	1	1	1	1
		Still Enrolled In:	2	2	1	0	0	0	0	0	0
		Sum	2	2	1	1	1	1	1	1	1
1984	3	Non-persisters	0	0	1	1	1	1	1	1	1
		Graduated By:	0	0	1	1	3	3	3	3	3
		Still Enrolled In:	3	3	2	2	0	0	0	0	0
1985	7	Sum	3	3	3	3	3	3	3	3	3
		Non-persisters	0	0	0	0	0	0	0	0	0
		Graduated By:	0	0	1	2	2	2	2	2	2
1986	5	Still Enrolled In:	3	2	1	0	0	0	0	0	0
		Sum	3	2	1	2	2	2	2	2	2
		Non-persisters	4	5	5	5	5	5	5	5	5
1987	8	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	5	2	1	1	0	0	0	0	0
		Sum	5	2	1	1	0	0	0	0	0
1988	2	Non-persisters	0	3	4	4	5	5	5	5	5
		Graduated By:	0	0	0	1	1	1	1	1	1
		Still Enrolled In:	4	6	7	7	7	7	7	7	7
1989	8	Sum	0	0	0	0	0	0	0	0	0
		Non-persisters	0	0	0	0	0	0	0	0	0
		Graduated By:	0	0	0	0	0	0	0	0	0
1990	2	Still Enrolled In:	6	4	4	2	2	2	2	2	2
		Sum	6	4	4	2	2	2	2	2	2
		Non-persisters	2	4	5	4	4	4	4	4	4
1991	5	Graduated By:	0	0	0	2	2	2	2	2	2
		Still Enrolled In:	0	0	1	0	0	0	0	0	0
		Sum	0	0	1	2	2	2	2	2	2
1992	6	Non-persisters	0	1	1	4	4	4	4	4	4
		Graduated By:	0	0	0	1	1	1	1	1	1
		Still Enrolled In:	5	5	5	5	5	5	5	5	5
		Sum	5	5	5	5	5	5	5	5	5
		Non-persisters	0	0	0	0	0	0	0	0	0
		Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	5	5	5	5	5	5	5	5	5
		Sum	5	5	5	5	5	5	5	5	5
		Non-persisters	1	1	1	1	1	1	1	1	1

NOTES:

• 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

• 'Years' are comprised of summer through spring terms.

• 'Sum' indicates the number of students who entered the University in each fall term.

Table 3.B  
**Southern Illinois University at Edwardsville**  
**Students Who Entered the University as New Freshmen**  
**Graduated, Still Enrolled, or Non-Persisting by Year of Attendance**  
**All Other Males**

Entering Fall Term	N		Attendance Year									
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1983	427	Graduated By:	0	0	35	86	112	129	140	144	152	
		Still Enrolled in:	290	230	165	99	58	35	25	23	15	
		Sum	290	230	200	185	170	164	165	167	167	
1984	411	Non-persisters	137	197	227	242	257	263	262	260	260	
		Graduated By:	0	0	24	72	97	111	118	127	131	
		Still Enrolled in:	270	222	162	91	61	34	25	14	11	
1985	446	Sum	270	222	186	163	158	145	143	141	142	
		Non-persisters	141	189	225	248	253	266	268	270	269	
		Graduated By:	0	1	33	87	123	138	147	157		
1986	408	Still Enrolled in:	294	232	177	111	62	45	27	15		
		Sum	294	233	210	198	185	183	174	172		
		Non-persisters	152	213	236	248	261	263	272	274		
1987	420	Graduated By:	0	0	32	103	136	150	155			
		Still Enrolled in:	283	221	166	85	44	31	21			
		Sum	283	221	198	188	180	181	176			
1988	392	Non-persisters	125	187	210	220	228	227	232			
		Graduated By:	0	0	41	102	134	146				
		Still Enrolled in:	288	240	175	107	65	38				
1989	425	Sum	288	240	216	209	199	184				
		Non-persisters	132	180	204	211	221	236				
		Graduated By:	0	1	32	101	134					
1990	345	Still Enrolled in:	277	234	182	98	55					
		Sum	277	235	214	199	189					
		Non-persisters	115	157	178	193	203					
1991	343	Graduated By:	0	1	31	87						
		Still Enrolled in:	296	226	172	103						
		Sum	296	227	203	190						
1992	332	Non-persisters	129	198	222	235						
		Graduated By:	0	0	19							
		Still Enrolled in:	259	202	152							
1993	343	Sum	259	202	171							
		Non-persisters	86	143	174							
		Graduated By:	0	1								
1994	332	Still Enrolled in:	231	183								
		Sum	231	184								
		Non-persisters	112	159								
1995	332	Graduated By:	0									
		Still Enrolled in:	237									
		Sum	237									
1996	332	Non-persisters	95									
		Graduated By:										
		Still Enrolled in:										
1997	332	Sum										
		Non-persisters										
		Graduated By:										
1998	332	Still Enrolled in:										
		Sum										
		Non-persisters										

## NOTES:

• 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

• 'Years' are comprised of summer through spring terms.

• 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

• 'All Other Males' includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.



Table 3 B  
 Southern Illinois University at Edwardsville  
 Students Who Entered the University as New Freshmen  
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance  
 All Other Females

Entering Fall Term	N		Attendance Year									
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1983	567	Graduated By:	0	2	84	185	214	227	240	249	253	
		Still Enrolled In:	411	313	205	88	47	33	20	16	18	
		Sum	411	315	289	273	261	260	260	265	271	
1984	448	Non-persisters	156	252	278	294	306	307	307	302	296	
		Graduated By:	0	2	82	147	177	197	198	201	204	
		Still Enrolled In:	317	265	164	80	45	19	17	10	8	
1985	485	Sum	317	267	246	227	222	216	215	211	212	
		Non-persisters	131	181	202	221	226	232	233	237	236	
		Graduated By:	0	1	86	164	191	212	216	224	224	
1986	519	Still Enrolled In:	354	291	180	96	59	36	28	12	12	
		Sum	354	292	266	260	250	248	244	236	236	
		Non-persisters	131	193	219	225	235	237	241	249	249	
1987	529	Graduated By:	0	0	70	171	210	224	231	231	231	
		Still Enrolled In:	354	296	201	90	51	22	14	14	14	
		Sum	354	296	271	261	261	246	245	245	274	
1988	542	Non-persisters	165	223	248	258	258	273	274	274	274	
		Graduated By:	0	1	91	206	236	251	251	251	251	
		Still Enrolled In:	379	317	220	96	47	23	23	23	23	
1989	504	Sum	379	318	311	302	283	274	274	274	274	
		Non-persisters	150	211	218	227	246	255	255	255	255	
		Graduated By:	0	3	111	195	233	255	255	255	255	
1990	421	Still Enrolled In:	399	318	197	106	57	23	23	23	23	
		Sum	399	321	308	301	290	290	290	290	290	
		Non-persisters	143	221	234	241	252	252	252	252	252	
1991	422	Graduated By:	0	1	86	177	233	255	255	255	255	
		Still Enrolled In:	373	307	199	95	47	23	23	23	23	
		Sum	373	308	285	272	272	272	272	272	272	
1992	421	Non-persisters	131	196	219	232	252	252	252	252	252	
		Graduated By:	0	4	75	177	233	255	255	255	255	
		Still Enrolled In:	329	277	179	95	47	23	23	23	23	
1993	422	Sum	329	281	254	272	272	272	272	272	272	
		Non-persisters	92	140	167	232	252	252	252	252	252	
		Graduated By:	0	2	167	232	252	252	252	252	252	
1994	421	Still Enrolled In:	307	239	181	177	233	255	255	255	255	
		Sum	307	241	181	177	233	255	255	255	255	
		Non-persisters	115	181	181	177	233	255	255	255	255	
1995	421	Graduated By:	0	2	181	232	252	252	252	252	252	
		Still Enrolled In:	304	239	181	177	233	255	255	255	255	
		Sum	304	241	181	177	233	255	255	255	255	
1996	421	Non-persisters	304	241	181	177	233	255	255	255	255	
		Graduated By:	0	2	181	232	252	252	252	252	252	
		Still Enrolled In:	304	239	181	177	233	255	255	255	255	
1997	421	Sum	304	241	181	177	233	255	255	255	255	
		Non-persisters	304	241	181	177	233	255	255	255	255	
		Graduated By:	0	2	181	232	252	252	252	252	252	

NOTES:  
 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.  
 'Years' are comprised of summer through spring terms.  
 'Sum' indicates the number of students graduated by or still enrolled during the designated year.  
 'All Other Enrolled' indicates the number of students who are still enrolled during the designated year.

**Table 4.A**  
**Southern Illinois University at Edwardsville**  
**Headcount and Employment of Faculty and Administrative Staff: All Employees**  
**by Racial/Ethnic Category and Gender**

	Non-Resident Alien		Black Non-Hisp.		Amer. Ind./Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:</b>														
Fall 1990			9	12	0	0	6	0	1	0	127	52	143	64
Fall 1991			9	13	0	0	6	0	1	0	126	59	142	72
Fall 1992			10	18	0	0	5	0	1	0	128	55	144	73
Fall 1993	0	0	4	9	0	0	4	0	1	0	104	36	113	45
Fall 1994	0	1	6	9	0	0	3	0	1	0	105	38	115	48
<b>FACULTY:</b>														
Fall 1990			18	14	0	0	28	2	2	2	358	198	406	216
Fall 1991			19	13	0	0	27	2	1	2	329	207	376	224
Fall 1992			20	12	0	0	27	3	4	2	328	219	379	236
Fall 1993	6	3	18	10	0	0	26	2	4	2	333	215	387	232
Fall 1994	6	2	18	13	0	0	25	4	3	2	338	234	390	255
<b>PROFESSIONAL NON-FACULTY:</b>														
Fall 1990			20	41	0	0	4	2	0	1	85	104	109	148
Fall 1991			22	52	0	0	3	2	0	0	82	107	107	161
Fall 1992			20	44	0	0	3	3	0	0	82	112	105	159
Fall 1993	0	0	22	57	0	0	3	3	0	0	110	128	135	188
Fall 1994	0	0	22	67	0	0	3	2	0	1	102	113	127	183
<b>SECRETARIAL/CLERICAL:</b>														
Fall 1990			8	43	0	0	0	0	0	0	28	368	36	411
Fall 1991			7	45	0	0	0	0	0	0	31	369	38	414
Fall 1992			11	38	0	0	0	1	0	1	21	337	32	377
Fall 1993	0	0	10	31	0	0	0	1	0	1	18	309	28	342
Fall 1994	0	0	11	30	0	0	0	0	0	2	18	325	29	357
<b>TECHNICAL/PARA-PROFESSIONAL:</b>														
Fall 1990			13	75	0	0	0	2	0	6	52	86	65	169
Fall 1991			13	76	0	0	0	2	0	6	45	89	58	173
Fall 1992			9	82	0	0	0	2	0	3	48	85	57	172
Fall 1993	1	0	12	101	0	0	0	2	0	3	50	89	63	195
Fall 1994	1	0	12	115	0	0	0	2	0	4	40	84	53	205

**Table 4.A**  
**Southern Illinois University at Edwardsville**  
**Headcount and Employment of Faculty and Administrative Staff: All Employees**  
**by Racial/Ethnic Category and Gender**

	Non-Resident Alien		Black Non-Hisp.		Amer. Ind./Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SKILLED CRAFT:</b>														
Fall 1990			2	0	0	0	0	0	0	0	61	0	63	0
Fall 1991			2	0	0	0	0	0	0	0	64	0	66	0
Fall 1992			1	0	0	0	0	0	0	0	46	0	47	0
Fall 1993	0	0	2	0	0	0	0	0	1	0	57	0	60	0
Fall 1994	0	0	2	0	0	0	0	0	1	0	53	0	56	0
<b>SERVICE MAINTENANCE:</b>														
Fall 1990			32	11	0	0	1	0	0	0	117	51	150	62
Fall 1991			37	27	0	0	2	1	0	0	118	62	157	90
Fall 1992			21	9	0	0	1	0	0	0	83	38	105	47
Fall 1993	0	0	22	9	0	0	0	0	0	0	84	35	106	44
Fall 1994	0	0	26	13	0	0	0	0	0	0	87	38	113	51
<b>ALL SIUE EMPLOYEES:</b>														
Fall 1990			102	196	0	0	39	6	3	9	828	859	972	1070
Fall 1991			109	226	0	0	38	7	2	8	795	893	944	1134
Fall 1992			92	203	0	0	36	9	5	6	736	846	869	1064
Fall 1993	7	3	90	217	0	0	33	8	6	6	756	812	892	1046
Fall 1994	7	3	97	247	0	0	31	8	5	9	743	832	883	1099

Graduate Assistants are not included.





**Table 4.B**  
**Southern Illinois University at Edwardsville**  
**Headcount Employment of Faculty and Administrative Staff: New Hires Only**  
**by Racial/Ethnic Category and Gender**

	Non-Resident Alien		Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SKILLED CRAFT:</b>														
Fall 1990			0	0	0	0	0	0	0	0	3	0	3	0
Fall 1991			0	0	0	0	0	0	0	0	2	0	2	0
Fall 1992			0	0	0	0	0	0	0	0	0	0	0	0
Fall 1993	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1994	0	0	0	0	0	0	0	0	0	0	4	0	4	0
<b>SERVICE MAINTENANCE:</b>														
Fall 1990			0	2	0	0	0	0	0	0	2	0	2	0
Fall 1991			1	0	0	0	0	0	0	0	1	1	1	3
Fall 1992			1	0	0	0	1	0	0	0	2	0	4	0
Fall 1993	0	0	0	0	0	0	0	0	0	0	2	1	3	1
Fall 1994	0	0	2	0	0	0	0	0	0	0	10	3	10	3
<b>ALL NEWLY-HIRED SIUE EMPLOYEES:</b>														
Fall 1990			3	12	0	0	5	0	0	0	21	28	29	40
Fall 1991			5	3	0	0	3	0	0	0	18	38	26	41
Fall 1992			4	13	0	1	0	1	0	0	14	26	18	41
Fall 1993	2	1	4	7	0	0	0	1	0	0	38	33	44	42
Fall 1994	1	0	5	18	0	0	0	0	0	0	32	46	38	64

Graduate Assistants are not included.

**Table 5.A**  
**Southern Illinois University at Edwardsville**  
**Headcount Employment of RAMP Administrators**  
**by Racial/Ethnic Category and Gender**

Non-Resident Alien	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL:												
Fall 1990												
Fall 1991												
Fall 1992												
Fall 1993												
Fall 1994												
	1	2	0	0	1	0	0	0	17	3	19	5
	1	2	0	0	1	0	0	0	18	3	20	5
	2	2	0	0	1	0	0	0	16	3	19	5
	0	0	0	0	1	0	0	0	16	1	17	3
	0	0	0	0	1	0	0	0	15	3	18	5

**Table 5.B**  
**Southern Illinois University at Edwardsville**  
*Job Classification Changes*  
*by EEO Category, Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black Non-Hisp.		Amer. Ind. Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>EXECUTIVE/ADMINISTRATIVE/</b>														
<b>MANAGERIAL:</b>														
Fall 1990														
Fall 1991			1	2	0	0	3	0	0	0	11	7	15	9
Fall 1992			0	2	0	0	1	0	0	0	23	9	24	11
Fall 1993			1	5	0	0	1	0	1	0	19	10	22	15
Fall 1994	0	0	0	1	0	0	0	0	0	0	19	2	19	3
			1	4	0	0	0	0	0	0	13	6	14	10
<b>FACULTY:</b>														
Fall 1990			0	1	0	0	1	0	1	0	23	17	25	18
Fall 1991			0	1	0	0	2	0	0	0	20	11	22	12
Fall 1992			1	2	0	0	2	1	0	1	31	11	34	15
Fall 1993			1	1	0	0	4	0	0	0	23	20	28	21
Fall 1994	0	0	4	3	0	0	3	2	0	0	28	22	35	27
<b>PROFESSIONAL NON-FACULTY:</b>														
Fall 1990														
Fall 1991			1	4	0	0	0	0	0	0	9	13	10	17
Fall 1992			1	4	0	0	1	1	0	0	3	10	5	15
Fall 1993			1	0	0	0	0	0	0	0	6	9	7	9
Fall 1994	0	0	0	4	0	0	0	0	0	0	2	9	2	13
			1	4	0	0	1	0	0	0	4	12	6	16
<b>SECRETARIAL/CLERICAL:</b>														
Fall 1990														
Fall 1991			4	4	0	0	0	0	0	0	3	71	7	75
Fall 1992			1	3	0	0	0	0	0	0	4	42	5	45
Fall 1993			1	1	0	1	0	0	0	0	1	19	2	21
Fall 1994	0	0	0	3	0	0	0	0	0	0	0	10	0	13
			1	4	0	0	0	0	0	0	1	37	2	41
<b>TECHNICAL/</b>														
<b>PARA-PROFESSIONAL:</b>														
Fall 1990														
Fall 1991			0	2	0	0	0	1	0	3	7	3	13	
Fall 1992			1	3	0	0	0	0	0	2	6	3	9	
Fall 1993			0	3	0	0	0	0	0	0	6	0	9	
Fall 1994	0	0	0	1	0	0	0	0	0	9	10	9	11	
			2	4	0	0	0	0	0	6	5	8	9	

**Table 5.B**  
**Southern Illinois University at Edwardsville**  
*Job Classification Changes*  
*by EEO Category, Racial/Ethnic Category and Gender*

	Non-Resident Alien		Black Non-Hisp.		Amer. Ind. Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>SKILLED CRAFT:</b>														
Fall 1990			0	0	0	0	0	0	0	0	2	0	2	0
Fall 1991			0	0	0	0	0	0	0	0	2	0	2	0
Fall 1992			0	0	0	0	0	0	0	0	1	0	1	0
Fall 1993			0	0	0	0	0	0	0	0	3	0	3	0
Fall 1994	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>SERVICE MAINTENANCE:</b>														
Fall 1990			1	0	0	0	0	0	0	0	9	2	10	2
Fall 1991			8	2	0	0	0	0	0	0	7	3	15	5
Fall 1992			0	2	0	0	0	0	0	0	6	4	6	6
Fall 1993			0	0	0	0	0	0	0	0	1	4	1	4
Fall 1994	0	0	1	0	0	0	0	0	0	0	12	4	13	4
<b>ALL SUIE EMPLOYEES:</b>														
Fall 1990			7	13	0	0	4	1	1	3	60	117	72	134
Fall 1991			11	15	0	0	4	1	0	0	61	81	76	97
Fall 1992			4	13	0	1	3	1	1	1	64	59	72	75
Fall 1993			1	10	0	0	4	0	0	0	57	55	62	65
Fall 1994	0	0	10	19	0	0	4	2	0	0	64	86	78	107

Graduate Assistants are not included.







